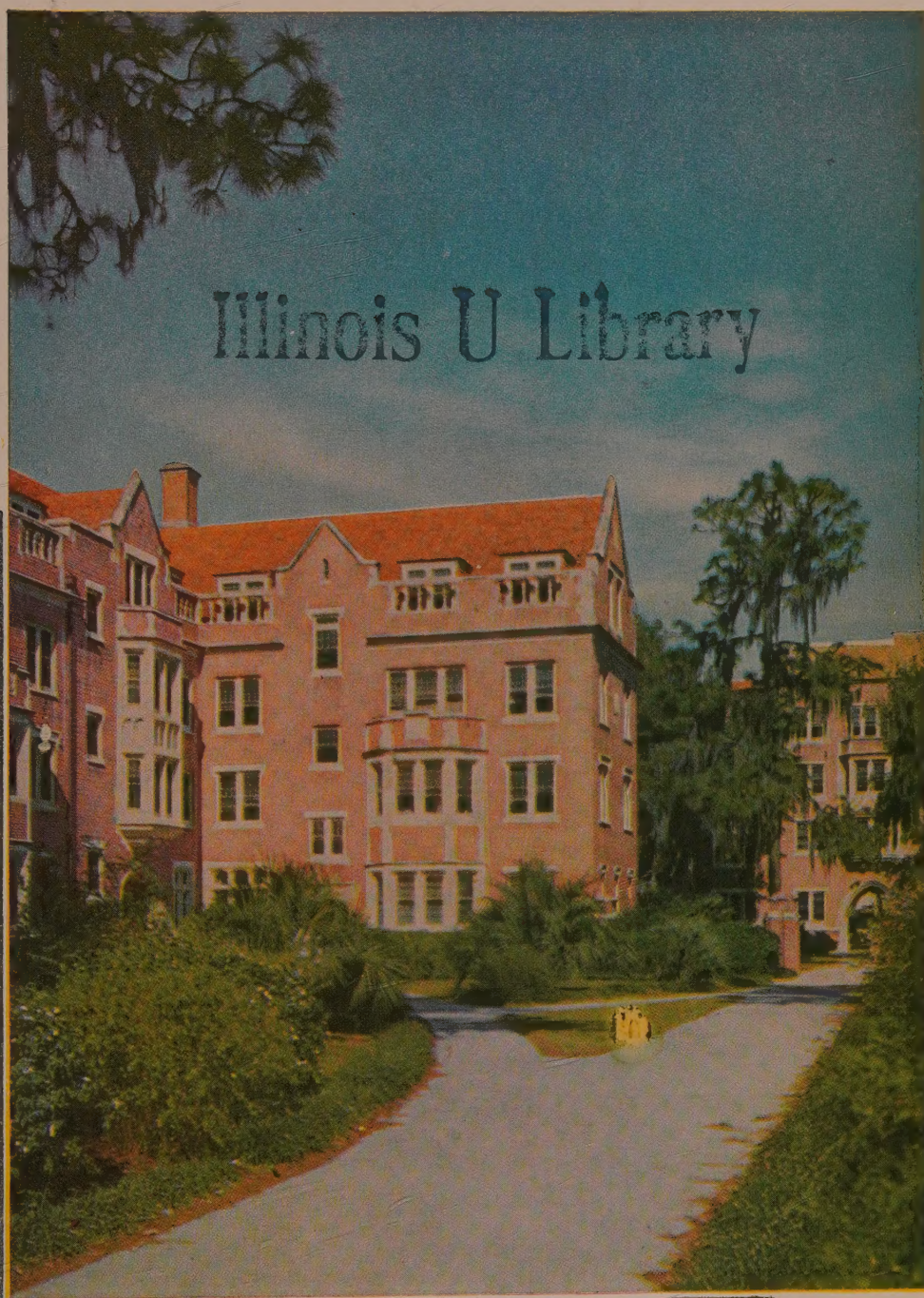


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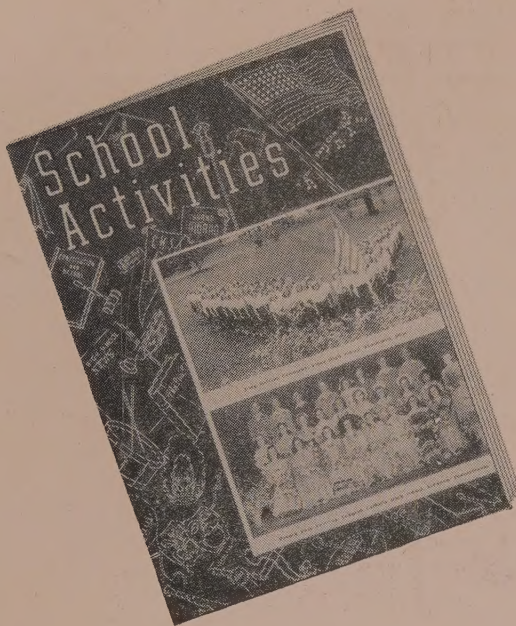


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SPEECH ACTIVITIES

Formerly Debater's Magazine

SPRING, 1949

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VOLUME V

NUMBER 1

Federal Aid to Education

By DR. L. A. DuBRIDGE, CALIFORNIA INSTITUTE OF TECHNOLOGY

Substance of remarks made at dinner on the occasion of the Intercollegiate Debate Tournament at the California Institute of Technology on January 14, 1949.

MY purpose tonight is to state briefly some of the issues that are involved in the question of Federal aid to education as they are seen from the point of view of the president of a privately endowed institution. It seems to me that there are four somewhat separate and distinct aspects of the Federal aid to education question. First, Federal aid to the public schools; second, Federal aid to the colleges and universities; third, scholarship aid to able students; and fourth, the support of research in science and the social sciences. I believe that some of the confused statements which one hears about Federal aid to education result from a failure to treat these problems separately. Some of the arguments, pro and con, which are applicable to one of these problems may not be applicable to others.

In regard to the first, Federal aid to public schools, the issue is important because we face the following dilemma. Public schools in various communities are supported largely through real estate taxes imposed by the local community. The hard fact is that in most communities real estate taxes cannot be further increased sufficiently to meet the cost of education. Some other taxes must be sought. Because the Federal government can tap a very large tax base through the income tax, it is natural to call on the Federal government for financial aid. Here one faces the other horn of the dilemma in that local control and support of public

schools is a fundamental test of American democracy. Federal aid certainly at last opens up the channels for Federal control. It is, however, the only method of equalizing educational opportunities throughout the nation. These are the issues to which I assume much of the attention in your debates today and this evening will be directed, and I will not prejudice your discussion by an attempt to analyze the public school problem further.

The problem of Federal aid to universities involves a very different set of issues. These have been exhaustively reviewed in the recent report of the President's Commission on Higher Education. The recommendations of this Report, however, are based on an assumption which I think is worth challenging; namely, that our system of higher education should be expanded to accommodate in the near future 4,000,000 college and university students. (Our present overcrowded campuses are now accommodating about 2,500,000 students.) There are two questions I would like to raise to challenge this assumption. First: is it really true that nearly 40% of the young people of college age are intellectually qualified for college or university work which meets the standards which the better colleges are trying to maintain? Second: even if there are this many intellectually qualified students, does our national economy have the jobs to accommodate the one million graduates each year who, after four years of college, will certainly not be looking for jobs as truck drivers or ditch



Dr. L. A. DuBridge

diggers? Would it not be better for the colleges and universities to raise their intellectual standards rather than lower and thus avoid creating millions of frustrated laborers; and at the same time expand the facilities for vocational training through the local public school systems throughout the country? If this were done the problem of the support of higher education would be a less serious one than the Commission indicates.

The problem of higher education and its future support still remain serious. The Commission proposed Federal aid. But since it is recognized that Federal aid would open the way to Federal control it proposed that Federal aid be restricted to the state universities which are already under public control and not to be extended to the private universities.

Although most private universities are not seeking Federal subsi-

dies, the problems of financing them are still extremely severe. Although funds for the support of various activities are frequently available from government and industry on a year by year basis, the problem of securing buildings and endowment funds from the dwindling private fortunes is one of the greatest problems facing higher education. Private institutions are seeking to solve this problem by expanding their methods of fund raising rather than seeking Federal support. We all recognize that Federal control of our seats of higher learning and research might be disastrous to the progress of knowledge and to advanced thinking. We have seen the disaster happen in two major civilized countries within our own time.

The third problem, that of scholarship aid to individually qualified students, presents still a third group of problems. The problems of Federal control of education simply do not arise if Federal scholarships are given to individual students on a competitive basis. The GI scholarship grants have shown that this is a most effective way of accomplishing this very desirable result of reducing economic barriers to able students desiring college training. There seems in fact to be hardly any political objection to a nationwide scholarship fund since it seems to violate none of the traditions or principles of American democracy.

There are, however, two problems which arise in connection with such scholarship aids. The first is the cost. It must be remembered that tuition fees constitute a small portion of the costs of going to college. A much larger amount is required for living expenses. The GI bill has, of course, subsidized living costs also, but the staggering expenditures which would be involved in paying the living as well as the tuition expenses of one or two million students can easily be calculated. I do not believe that any scholarship plan has been seriously discussed which will fully provide for living as well as tuition costs. Hence, it should be emphasized that Federal scholarships can lower the economic barriers for able students but cannot remove them entirely.

A still further substantial part of

the economic barrier which prevents many students going to college is their earning power. Their families cannot afford to support them in college and still more cannot afford the loss of their earning power for four years. A wide extension of two-year junior colleges and night classes is a possible solution to this problem which is gradually growing in scope throughout the country.

On the other hand, it should be realized that scholarship grants to individuals are only indirectly and partially an "aid to education." In practically no institutions of higher education do the tuition fees pay more than a fraction of the actual costs of education. At the California Institute of Technology, for example, tuition fees constitute only 28% of our normal income. At other institutions this percentage varies from 25% to occasionally as much as 85%. Our colleges and universities are now crowded with students who are paying their way from various sources, but the colleges are operating on large deficits and are desperately trying to secure funds for new buildings or additional endowment. It seems to me that scholarship funds should not be classed under the head of aid to education in the sense of aiding institutions of education. They are in reality only funds to enable individuals to pay the costs of their own education.

A final proposal which has often also been classed under Federal aid to education is the proposed National Science Foundation Bill for the support of basic research in the sciences principally at the universities of the country. It is clearly of great importance to the national government, in peace and in war, to strengthen scientific research and to support the education of scientists and engineers. The Science Foundation Bill, if passed, will assist in this direction and this is clearly in the national interest. Again the Foundation will pay the current costs of certain scientific research projects in institutions which already have the permanent staff and the buildings in which to carry on such activities. There has been practically no serious opposition to the idea of a Science Foundation, but there has been lengthy discussion as to the way in which it should be established.

The universities have already had experience in the efforts of the Federal government to support research in pure and applied science. The Atomic Energy Commission and the National Defense Establishment are spending large sums of money in this way at the present time. From the scientific point of view the results of this program have been good. These government contracts have, however, brought many a headache to college administrations and have illustrated the difficulties of the Federal government engaging in attempts to support university activities. Many universities would have to entirely revise and greatly expand their accounting, purchasing, auditing and administrative procedures in order to conform with government regulations. Serious difficulties have been raised with a large number of administrative procedures as well as with salary scales, scholarship and assistantship programs and many other phases of university life. Also these research contracts are short-term agreements and since research, by its nature, is long-term, many an important research project is placed on a very uncertain year to year basis.

In spite of these difficulties, however, a bill to strengthen and improve research is most desirable and should be promptly enacted.

NUEA COMMITTEE MEETS AT WASHINGTON, D. C.

The NUEA Committee on the annual high school debate subject met twice on Dec. 28 at the Washington convention and selected the subjects for the annual vote. The meetings were held at the Carlton Hotel, across the street from the main convention at the Hotel Statler. The subjects are reported elsewhere in this magazine. The discussion in the evening was a four-speaker affair. Participants were: Mr. Emerand, pinchhitting for Robert J. Blakely of the St. Louis Star-Times; Joseph E. Johnson of Williams College; Clarence K. Streit; and Grace L. H. Brosseau of the Daughters of the American Revolution. Each presented a personal view of the United Nations-World Government problem, the first three championing some type of organization. Mrs. Brosseau opposed world government.

Viewing Forensic Situation

By WAYNE C. EUBANK
University of Florida

AMERICA'S fantastic production of war materials during the recent conflict amazed not only the world but ourselves as well. We mastered the technology necessary for waging war. But technology had its counterpart: that ingredient upon which technological output and application depend—leadership. In all branches of the service the effectiveness of the implements of war depended upon the man who directed the men who employed our weapons. Service and officer training schools were quick to recognize the high correlation between the ability to speak and the capacity to command. The recognition has carried over to peace time. Prior to the war neither West Point nor the Naval Academy actively engaged in competitive forensics. Now both have flourishing programs. This is no accident. The administration of these institutions is solidly behind the program.

But West Point and Annapolis are not singular in their post war experience in forensics. For the first time many colleges and universities are inaugurating forensic programs. With few exceptions schools with many years of experience in these activities are finding interest higher and squads larger than ever before. During the ensuing debate season institutions will spend hundreds of thousands of dollars on thousands of students who will participate in a variety of organized speaking activities. There are presently a number of institutions with forensic budgets varying between \$4,000 and \$5,000. Forensics, always important business, has become big business.

The widespread interest and participation in these extra-curricula speech activities is most gratifying to us in the speech field. Moreover, it is most challenging for it is primarily speech teachers in speech departments who will govern the direction and standards of our accelerated forensic program.

Attendant upon this unprecedented growth in forensics are certain procedures that warrant our closest scrutiny for we must make certain that the present growth represents

a permanent interest and participation and not the mushroom variety. Some of our current practices are already receiving criticism both within and without the speech field. In order better to secure the future of our forensic program now is the time calmly and sensibly to evaluate current procedures. Now is the time to make corrections if and where they are necessary. Most of you recall that during the thirties when debate was slow in altering its traditional formal nature, there were critics who predicted that discussion would eventually replace debating as the popular and practical form of college forensics. The controversy actually created rifts and animosities in some quarters. Fortunately, today in most institutions these techniques of the democratic process are studied and practiced with equal respect. Such occurrences as cited above can and should be avoided by wise evaluation of current methods and procedures. To this purpose the following discussion is devoted.

Today the main vehicle for putting our forensic program into practice is the tournament. It should be remembered that the tournament is a relatively recent invention in the field of forensics. Out of necessity it came into being. Pre-depression days were relatively free of tournaments. During the early thirties most debate budgets were visited by famine. Debate directors were no longer able to launch several squads on various sectional loops hitherto traversed. The tournament idea afforded a financial solution. Many schools could meet at a relatively near center and much debating could be done in a very short time. Thus a variety of schools, representing many states and even regions, were able to touch shoulders and enjoy a variety of contacts and friendships hitherto unknown. Certainly the cosmopolitanism present in tournaments has done much to foster and strengthen wholesome associations and respect on a state and sectional level. Furthermore, many debate tournaments offer a variety of individual speaking contests, for instance, oratory, after dinner speaking, extempore speaking, radio speaking, and interpreta-

tion. Thus the debater has an excellent opportunity to participate in types of speaking other than debate. This participation in a variety of speaking situations is most desirable.

However, tournament debating seems to be lacking in two important values that were paramount in dual debating, namely post-debate critiques and the presence of an audience. Most tournament directions prohibit critiques, either by rule or because of lack of time. Likewise, most tournaments exclude the presence of a real audience, either by rule or by sheer lack of sufficient numerical number. Finals are frequently held in the presence of audiences. Even then the audience is incidental, at least to the debater. The judge or judges "out front" are all important.

Educators are eternally advocating the necessity of preparing "for life situations." Just how long would the average audience tolerate the bombardment of the average debater in a normal speaker-audience situation?

At best the tournament debater is, in the main, engaging in an artificial situation. Undoubtedly it is artificial insofar as it correlates with the functions of a citizen in a republic. As was noted by Brooks Quimby,¹ such an exercise may be beneficial in the training of lawyers. However, it should be remembered that although juries are judges, they usually behave like audiences and are just laymen chosen by lot. This artificiality, which is now being associated with the tournament idea, may be one reason why discussion is again being heralded by many as far more valuable to the student as an exercise in the use of the tools traditional to democratic procedures.

In eleven tournaments attended by the University of Florida last year, the traditional style of debating was employed with the exception of the one held at the University of Virginia. There were four main speeches ten minutes in length, followed by four rebuttals five minutes in length. Such uniformity is deadening. Furthermore, it is unnecessary. There are other forms of debating besides the traditional that have desirable feat-

¹ Brooks Quimby, "Can We Learn from Debating with the British?" *The Quarterly Journal of Speech*, XXXII, (April, 1947), 160.

ures, i. e., Oregon style, direct clash, and problem solving. At least an occasional round of discussion would aid in breaking the monotony.

By necessity, and rightfully so, there is tension present at tournaments. Two debates in the morning, three in the afternoon, followed by two, four, or six the next day is sufficient reason for tension and fatigue on the part of the debater and director alike. Even with necessary variety in debate forms the procedure is likely to result in somewhat of a grind. At the end of two days of judging debates the director is likely to be harassed by the question: "Is there real educational value in this kind of procedure or is it a type of intellectual marathon which aims at picking a champion?" If the debate director is not confronted with this query at the end of the first tournament in the fall, wait until he attends four or five tournaments and finds many of the same debaters at all tournaments. It must be recognized that tournaments emphasize winning and there is a strong tendency for the director to take those debaters he thinks will have the best chance of bringing honors to his school. We could mention one team (two men) who participated in some 12 tournaments last year and won the majority of them. That's great guns, especially for the two men. However, a two-man debate squad is carrying specialization to its extreme. If "shingles" and "brass" are the criteria of value in debating, the success of such a program is unquestionable. However, from an educational point of view the "star" system is without defense. It is this psychological and physical tension on the part of the debater and the coach alike that take much of the fun and benefit out of tournament debating. After such a marathon many a director disgustedly states that he thinks he is getting too old for such ordeals, although he may still be in his thirties.

Along with the tournament idea another practice has developed which is somewhat regrettable, namely, the use of a single national question. The merit of such a system is easily recognized. By employing one proposition nationally, preparation for one tournament means preparation for practically all tournaments. Therefore, with a

minimum amount of preparation, more tournaments can be attended by each school. Tournaments begin in November and end in May. Since most tournaments use the national question there follows seven months of debating on the same proposition. Few debate directors would contend that after two or three months appreciable benefits are derived from continued hammering on the same topic. This is particularly true if we consider debating more than an exercise in debate technique; that the acquaintance of the student with current state, national, and international questions and the development of a philosophy concerning them is one of the functional ends of debating.

Since the tournament is destined to be with us for a while, it behooves us to try to accomplish as much as possible with it. Here are a few suggestions.

Certainly the judging problem needs careful attention. Normally, the debate director is the best judge and some tournaments are conducted with directors only as judges. Experience will prove that these tournaments are far more satisfactory than those employing various types of judges such as doctors, lawyers, ministers, and politicians. The West Point National Debate Tournament is an excellent example of a fairly large tournament (34 teams) conducted with debate directors only as judges. A majority of the directors present at the 1948 tournaments were interviewed in an attempt to evaluate their opinion of the quality of judging. Without exception every director stated that the judging at West Point was the best of any tournament in which his squad had participated during the year. It would be well for all tournament directors to remember that squads traveling hundreds of miles to attend a decision tournament have a right to expect expert judging. If this type of judging cannot be supplied the tournament should not be held.

The team or squad attitude is another factor that needs close scrutiny. The real squad is not one that feels that every decision it loses is a matter of prejudice on the part of the judge; that if it doesn't win there must be a "frame-up" somewhere. If debate is to develop leadership sportsmanship towards the opposition, debaters must dis-

position, respect and appreciation for the opinions and integrity of opponents, and confidence in the ability and opinion of judges. The debate director can go far in developing this spirit of sportsmanship and confidence.

Under the present tournament set-up, there seems to be little hope of developing a normal speaker-audience situation. A few finals will be held in the presence of audiences with the debater's efforts directed primarily to the judges. In the main, the tournament debater, bordered by his colleague, confronted by his opponents, and interested in the little man in the back row of empty seats, must be content with the present artificial vacuum.

In order partially to offset the influence of non-audience tournament debate training, a system of extension debating is suggested. In extension debating the community is your audience and its problems become your propositions. Although this type of program is not practiced generally, some schools have developed the idea with marked success, i. e., the universities of Kansas and Missouri. In this age of emphasis on adult education, the community is becoming increasingly aware of its local problems as well as issues of national and international importance. Experience has shown that there are many groups in close proximity to most universities that would welcome an opportunity to hear a group of trained college speakers explore a proposition. To some hardened tournament debaters a performance before a real audience of interested and appreciative citizens would be a novelty and a revelation. The substitution of warm audience response for the normal tournament vacuum should constitute a most exhilarating experience. Such a program not only performs a service to the community, but also stresses one of the cardinal aims of debate, a keen interest on the part of students in the problem-solution dichotomy that faces the citizen of every American locality.

Widespread employment of the national question in tournaments appears certain. This practice has its advantages and disadvantages as already noted. Much depends upon the resourcefulness of the debate director in seeing that propositions other than the national are de-

bated. In some sections this variety is attained by mechanical methods, for example, state leagues and interstate or sectional conferences have been established. Many of these conferences avoid using the national question thereby giving variety to their debate preparation. A poll taken of the 40 colleges and universities participating in the Southern Speech Association tournament last spring revealed that a majority of the schools were in favor of debating a proposition other than the national. The Missouri Valley and the Western Conference are notable examples of conferences that have selected their own propositions. In such instances sectional and regional problems of vital and timely importance can be framed into propositions.

A basic problem that confronts the tournament system today is the question of tourney sponsorship. It is contended that the conference or a similar organizational system of sponsoring forensic meets is preferable to the usual invitational type of tournament. Literally dozens of privately conducted tournaments have sprung into being during the past two years. Here in the South the trend seems to be for almost every college of any size to think in terms of sponsoring a tournament. At present there are many more invitational tournaments than there are those sponsored by conferences or other similar organizations. Many invitational tournaments are staged by directors who have no connection with the speech field. We do not mean to imply that such tournaments are therefore poorly conducted. However, it has been our experience that the best run tournaments have been those under the direction of speech departments. For instance, the following excerpt was taken from the rules governing oratory in a large tournament conducted by a person outside the speech field. We quote:

"Modern oration is a secular sermon. It should appeal to your feelings, therefore you will give the award to the speaker who makes you feel most intensely in his favor, who does not alienate you by a trite subject or by an oration disturbing to your beliefs."

Connect this instruction with judges selected at random from var-

ious walks of life and the outcome is most unpredictable. It is our conviction that conferences or organizations of similar structure afford the best medium for conducting tournaments. When such organizations are permanent there is much less of the touch-and-go element and more of the lasting type of friendship established. Thus friction is held to a minimum and the relatively small number of participating colleges renders the program more flexible and avoids the unwieldiness of large tournaments.

In order better to achieve some of the basic ends of debating, as well as add more variety to the debate year, a strong intramural program is suggested. At the University of Florida we are trying our first post-war intramural tournament. Two leagues have been organized, fraternity and dormitory. It is expected that a total of 200 men will be debating the timely campus question: Resolved: That Student Self-Government Should be Abolished at the University of Florida. Winners of the two leagues will stage a final debate to determine the intramural champion. All debates will be open to students, and the final debate will be held before the student body. (It is likely that an audience decision will be employed.) In the past, this program has stimulated wide campus interest and has done much toward increasing participation in the debate program.

Another local plan aimed at a more intimate relationship in debating is now in effect at the University of Texas. In addition to other debate activities, once a month during the school term another University squad is invited to spend a day of debating at Texas. During the day a number of standard types of debate are held before speech classes. This is followed by a panel-discussion in the afternoon in the Student Union Building. The day is rounded out with a radio debate in the evening.

An interesting experiment in discussion techniques is now underway at Ohio State University in the form of an "Annual Conference on Public Affairs." The program consists of open hearings, radio discussion, discussion, caucuses, committee meetings, etc. Nationally known authorities on current public affairs are contributors to the conference. Keen interest in the experiment is

evidenced by the fact that 35 colleges and universities participated in the second annual presentation this past spring. The conference is under the direction of the Department of Speech.

The above suggestions for the betterment of our present forensic program are by no means exhaustive. However, it is hoped that they may serve to stimulate further thinking and action by our colleagues.

In summary, as debate directors, let us strive to insure the soundness and permanency of our present forensic growth. Insist that tournament directors vary the traditional style of debate by interspersing other forms in their programs. Insist on adequate judging and request that sufficient time be taken for on-the-spot critiques after each round of debate. Most debaters prefer knowing why they won or lost. Encourage other squads to visit your campus, thus reviving some of the interest in dual debating. These friendly encounters should furnish the much-needed audience situation. Sell your program to the community through a system of extension forensics. This will afford your speakers an opportunity to experience real audience situations. Lend your influence in encouraging the establishment of permanent forensic conferences in your locality. Use propositions other than the national. Finally, stimulate campus interest in forensics through an intramural program employing problems of student interest as propositions for debate and discussion.

In conclusion, as teachers, let us examine more carefully the machinery by which we train the youthful leaders for tomorrow's unprecedented tasks. Are your debaters gentlemen and sportsmen? Do they have knowledge of, interest in, and a philosophy toward a number of current problems? Are they satisfied with superficial attainments, plastering the office walls with certificates, or do they delight in striving for those attributes of leadership attendant upon excellence in debating? Is the community's awareness of your debate program confined to tournament articles in the local paper in which you have played up your victories and minimized your losses? Does the student body at large feel that it has a share in your forensic program? Fi-

Turn to Page 11

Survey of College Forensic Activities

A SURVEY OF INTERCOLLEGIATE FORENSIC PRACTICES AND ACTIVITIES

By E. L. Pross, Speech-Drama
Dept. of Texas Christian
University

Approach

THE Speech-Drama Department of Texas Christian University is in the process of a complete curriculum revision. For that reason, the writer was particularly interested in learning the general nature of the post-war forensic programs of other colleges and universities. With the aid of a Carnegie Foundation Research grant, a fairly detailed questionnaire was completed and sent to 750 representative colleges and universities. Approximately 300 replies were received, and of these 198 were utilized. The remaining questionnaires were either incompletely answered or the school had no active intercollegiate forensic program. Data were tabulated by sections, there being 46 Eastern schools represented, 72 Mid-Western schools, 50 Southern schools, and 30 Western schools. A further tabulation was made of large schools (arbitrarily considered over 5000 students), medium-sized schools (2000-5000), and small schools (under 2000).

Debate Activities

Sixty-eight per cent of the schools with active intercollegiate forensic programs offered a formal course in argumentation and debate. The texts most frequently utilized were, in decreasing order of popularity: Ewbank and Auer, Crocker, Foster, Nichols, O'Neil and McBurney, and Baird. Twenty-six schools used no one text. Credit for this course ranged from one-half semester hour to eight hours, with 58 per cent of the schools granting 3 semester hours and 25 per cent granting 2 hours. Only 11 per cent made completion of this course a requisite for participation in intercollegiate debate. Forty-four per cent of the schools granted academic credit for participation in debate; 29 per cent giving one hour, 30 per cent, two hours, and 22 per cent,

three hours. A few schools gave more than this latter figure. Forty-six per cent made it mandatory that the debater participate in competition before credit was awarded, and many schools specified the number of debates or tournaments required; this figure ranging from one to sixteen debates, four being the most popular number.

Coaches were asked to rate the relative stress placed upon subject matter covered in the debate course, and, in order of decreasing stress, these items were: evidence, refutation, analysis of the proposition, rebuttal, fallacies, delivery, induction, briefing, deduction, and composition. They were also asked whether instruction in formal logic was believed to be of particular value to the prospective debater, and 75 per cent answered in the affirmative. An even larger number, 86 per cent, indicated that they presented debate "theory" before any formal class debating was done.

Thirty-two per cent of the schools offered no formal course in debate, but did participate in intercollegiate competition. Only 24 per cent of such schools granted academic credit for participation, and only 13 per cent of such schools required their debaters to compete in a certain number of contests in order to receive this credit. These coaches were asked if they felt it possible to train debaters adequately without formal classroom instruction in this subject, and 54 per cent indicated that it was not. They were also asked to estimate the hours devoted to debate coaching, and 66 per cent stated that they spent over five hours per week in this work.

All coaches were asked to specify their background and experience in debate. Answers revealed that nearly all had participated as undergraduates, somewhat fewer had had undergraduate course study, and only about half had had graduate work in debate.

The composition of the debate squad was the subject of a number of questions. The most popular method of debater selection was the open tryout, followed in order by the invitation method, recommendation of faculty members, scholastic

records, and debate course completion. A number of schools used combinations of these methods. Fifty per cent of the coaches accepted all interested students, 41 per cent accepted all students but used only the best for competition, and only 8 per cent placed a numerical limit upon their squads. In the large schools, an average of 51 students came out for debate; in the medium-sized schools, 32; and in the small schools, 21. The average number of these students who actually participated in intercollegiate debates was 31 for the large schools, 24 for the medium-sized schools, and 14 for the small schools. Ninety-two per cent of the coaches stated that their debate squads included campus leaders. They also indicated that liberal arts students made up the majority of their debaters, followed in order by pre-law students, speech majors, and ministerial students. Fifty-three per cent of the coaches believed that their women debaters compared favorably with men, 18 per cent held that they were about equal to men, 34 per cent stated that women showed little interest in debate, and 5 per cent held that women were poor competitors.

Several questions were devoted to debate finance. Nineteen per cent of the schools reported a debate budget of less than \$100; 33 per cent had from \$100-500, 34 per cent had from \$500-\$1000, 15 per cent had from \$1000-\$1500, 8 per cent had from \$1500-\$2000, and 4 per cent had over \$2000. The average for the large schools was in the \$1000-\$1500 bracket, for the medium-sized schools in the \$500-\$1000 range, and for the small schools in the \$100-\$500 bracket. Fifty-three per cent of the schools secured their debate funds from student activity fees, 44 per cent from the institutional or departmental budget, 2 per cent from funds raised by debaters, and 1 per cent from gifts and endowments. Fifty-six per cent stated that their budgets were inadequate, and 52 per cent believed that their budgets would be increased for the 1948-49 season. Only 7 per cent of the coaches received a special stipend for their debate coaching, al-

though in many cases this work was considered as a part of the academic course load.

About half of the schools sponsored a program of intramural debates. The average program had from 40 to 50 students participating, although eleven schools had over 100 contestants. Sixty-two per cent of the schools used the intercollegiate question for their debates. Thirty-four per cent of these intramural programs were rated by their coaches as being very successful, 62 per cent as fairly successful, and 4 per cent as poor.

Forty-four per cent of the coaches stated that they gave assistance to high school debaters, but this aid was apparently slight in many cases. Only 27 per cent of the coaches held debate clinics for nearby high schools, and only 40 per cent held tournaments for high school debaters. At such tournaments scholarships were awarded in 16 per cent of the cases. Twenty-three schools offered scholarships to outstanding high school debaters, half of these being under \$200 and half over that figure. Nine institutions offered debate scholarships other than to high school students.

The next portion of the questionnaire provoked considerable "aside" comment from the coaches, for it dealt with the type of competitive debate upon which emphasis had been placed. Eighty-six per cent reported that their emphasis had been upon tournament debate, and a majority favored sending large groups to a few tournaments rather than selected teams to a great number of meets. Next in popularity to tournaments were intrasquad debates before audiences, then, in decreasing favor, were debate tours, radio debates, and dual meets.

Fifty-three per cent of the coaches utilized more than one debate question during the year, but only 45 per cent favored having more than one national debate question each season. Fifty-four per cent favored an official national debate tournament, and 46 per cent favored the West Point Tournament being so designated. In passing, it must be added that several coaches indicated that they were not familiar with the West Point meet, a factor that undoubtedly influenced their voting.

Fifty-two per cent of all schools utilized commercially prepared de-

bate materials, and 7 per cent employed recording technique to assist in platform preparation. The most popular method of debate travel was via private automobiles. Public conveyances, school cars, rental cars, and air transport were employed in that order of favor. Student debate managers were utilized by 41 per cent of the schools, but only nine institutions provided a stipend for this service. Nineteen schools offered a debate program for graduate students, and 64 schools had prominent alumni debaters appear before the debate squad.

Decision by one or more qualified judges was the favored method of debate judging, 56 per cent of the coaches preferring this plan. Audience decisions were favored by 16 per cent, non-decision by 26 per cent, and a combination of the above methods by 2 per cent. Numerous coaches pointed out that in some situations judges were to be preferred, in others the non-decision method of determining tournament winners they preferred. Thirty-eight per cent favored a set number of rounds followed by elimination rounds for outstanding teams. Thirty-three per cent favored a set number of rounds and winners determined by wins and ratings. Twenty-two per cent favored a set number of rounds and winners determined by ratings and points. Seven per cent favored the straight elimination method.

Forty-three per cent of the coaches stated that they had found it necessary to win debates in order to maintain a high level of debater and student interest, and 44 per cent felt that the degree of cooperation of the Administration was related to their success in winning debates. Eighty per cent of the coaches made special efforts to popularize and publicize debate, and, in order of use, the methods were: use of the school paper, articles in the local press, notices on bulletin boards, and special articles in the debaters' home town papers. Of the schools surveyed, 125 had membership in a national honorary debate fraternity; Delta Sigma Rho being represented by 37 schools, Pi Kappa Delta by 61, and Tau Kappa Alpha by 27. Sixty-five per cent of these chapters held regular meetings, and

70 per cent entered campus activities.

The final question on debate activities caused many coaches to "take pen in hand" and elaborate on their answers. They were asked to indicate which of five scaled statements reflected the present status of debate activities. Thirty-nine per cent believed that there was a "renaissance" of interest in and support of debate, 39 per cent believed that it would continue to hold a secure niche in the curriculum, 12 per cent felt that debate was just holding its own, 7 per cent believed that it was losing interest and support, and 4 per cent felt that debate was already virtually a dead issue.

Discussion

A short section of the questionnaire was devoted to work in discussion. Sixty-four per cent of the schools offered a formal course in discussion, and in 61 per cent of the cases this course was separate from debate training. Sixty-three per cent of the schools offered three semester hours credit for this course, 27 per cent offered two hours, and a few schools offered as much as six hours. In decreasing order of popularity the texts employed were: Ewbank and Auer, McBurney and Hance, Baird, and Nichols. Twenty-one schools used no one text. Coaches were virtually unanimous in their favorable reaction to this course; 45 per cent indicating that it was valuable preliminary training for debaters, 54 per cent holding that it had broad values for all students, and only 1 per cent stating that it had proved to be lacking in tangible benefits. A number of schools offered training in discussion as a part of their work in public speaking or as informal training in debate preparation.

Student Speakers Bureau

Thirty per cent of the schools maintained a speakers' bureau. The number of students participating varied considerably. In 2 per cent of the cases less than ten students took part, in 41 per cent of the schools from ten to twenty participated, and in 31 per cent of the cases over twenty took part. In about half of the schools this program was financed by the institutional or departmental budget, and in the other instances by honorar-

iums. Engagements were usually secured by sending out a brochure. About half of the coaches reported that this service had been fairly successful, a slightly greater number reported excellent success, and two schools indicated the program had had poor reception.

Other Forensic Activities

Eighty-two per cent of the coaches indicated that they participated in competitive forensic activities in addition to debate. In 87 per cent of the cases preliminary training was accomplished as extracurricular work, and in 82 per cent of the schools this competition was financed from the forensic fund. Ninety-three per cent of the coaches stated that debaters frequently participated in these events. Nine per cent felt that participation in these events was of little importance, 57 per cent felt that it was important, and 34 per cent held it was of great importance.

Twelve forensic events often scheduled in tournaments were listed, and coaches were asked to indicate those which they believed should be included. In order of decreasing popularity these were rated: extemporaneous speaking, original oratory, discussion, after-dinner speaking, impromptu speaking, radio speaking, dramatic reading, declamation, book review, story-telling humorous reading, and Bible reading. Seventy per cent of the coaches felt that this competition was of considerable value to participants, 12 per cent believed that it had some merits, and 18 per cent held it had few values or was essentially a "battle" of coaches.

Sectional Differences

In general sectional differences in response to the questionnaire were not great. Further, due to the unequal number of replies from the various sections, chance may have been a considerable factor in those differences that did appear. A few of these may, however, be briefly mentioned. Fifty per cent of the Eastern schools surveyed offered a formal course in argumentation and debate as compared with 70 per cent in the Mid-West, 79 per cent in the South, and 75 per cent in the West.

Eastern schools gave academic credit for participation in debate in only 21 per cent of the cases as compared with 50 per cent for the Mid-West, 43 per cent for the South,

and 60 per cent for the West. Seventy per cent of the Eastern coaches felt that it was possible to train debaters adequately without formal classroom work as compared with 36 per cent of the Mid-Western coaches, 40 per cent of the Southern coaches, and 31 per cent of the Western coaches. Mid-Western coaches appeared to have had graduate course work in debate more frequently than coaches in other sections. Sixty-six per cent of the Eastern schools placed competitive debate emphasis upon tournaments as compared with 90 per cent in the Mid-West, 92 per cent in the South, and 95 per cent in the West. A majority of Eastern coaches favored more than one national debate question each season, whereas a minority of coaches in other sections favored this action. The Mid-Western schools opposed an official national debate tournament, but all other sections gave this proposal a slight majority vote. Only the East gave majority support to the West Point meet as the national tournament.

Non-decision debates were most popular in the East, and that section also preferred that tournaments consist of a set number of rounds with winners determined by wins and ratings. The Mid-West and South gave equal support to this method and to that of a set number of preliminary rounds followed by elimination rounds for outstanding teams. The West strongly preferred this latter method. Only the South gave a majority vote to the concept that it was necessary to win debates in order to maintain debater and student interest. Eighteen per cent of the Eastern schools maintained a student speakers' bureau as compared with 43 percent in the Mid-West, 23 percent in the South, and 33 percent in the West.

Summary and Evaluation

From this survey it is evident that intercollegiate debate is not in a comatose state. Formal courses in argumentation and debate were offered in the majority of schools which had a forensic program. A minority of schools offered academic credit for debate participation. It would seem to the writer that in fairness to debaters unanimity of policy on this matter would be most desirable. Coaches upheld by a

large majority the virtues of instruction in formal logic. The survey indicated clearly that while most coaches have had undergraduate debate experience or courses, only about half have had graduate work in debate. The fact that many coaches were not speech men *per se* but were often members of an English or history department may, in part, explain the paucity of advanced debate training. The large number of students participating in intercollegiate debate was, to the writer at least, an agreeable surprise. It would seem to indicate that there is an increasing effort to share the "blessings" of debate rather than to develop a few top-notch competitors. Evaluation of women debaters proved to be a somewhat "iffy" matter. In general, the majority of coaches seemed to feel that relatively few women were interested in debate but that those interested made outstanding records.

Debate budgets, in general, appeared to be inadequate. The writer noted that many schools indicating adequate allowances had very limited programs. The popularity of travel by private automobiles, in most cases, the coach's car, also reflected this limited budget. It was significant that a majority of schools obtained debate funds from student activity fees. A decreased enrollment probably means a curtailed budget for such schools.

Coaches generally indicated no great enthusiasm for intramural debates. In written comments several stated that the management of these programs required the aid of faculty or graduate assistants as otherwise an intolerable burden was placed upon the coach. A few schools, particularly large universities, were apparently most successful in these programs.

It would appear that colleges and universities are not making strenuous efforts to popularize debate among high schools. Few colleges held clinics for high school debaters and less than half conducted tournaments. Extremely few debate scholarships were granted.

Despite the vigorous criticism of its opponents and frank admission of weaknesses by many of its proponents, tournament debate appeared to be more than holding its own. Schools with extensive debate

programs tended to utilize several questions during the year, but the majority opposed the adoption of more than one national question. The plan of decision by one or more expert judges continued to be the most popular method of judging debates, but considerable dissatisfaction with allegedly biased, untrained, and unethical judges was expressed. One coach suggested that a committee from the honorary debate fraternities codify and publicize the rules of debate.

There was clear evidence that the old method of deciding tournament winners by a set number of rounds followed by elimination rounds is losing ground. Particularly interesting was the preference of 22 percent of the coaches to determine winners by ratings and points, without consideration of wins and losses.

Perhaps one of the most significant findings of this study was the fact that almost half of the coaches found it necessary to win debates in order to hold debater and student interest and maintain the cooperation of the school administration. This suggests that the debate coach is often in somewhat the same "spot" as the football coach. It is certainly open to question if this is a healthy or a desirable situation. Despite such statistics the fact that 77 percent of the coaches believed that debate was either in a period of "renaissance" of interest or held a secure position in the curriculum was a clear majority vote of continued confidence. Nevertheless, twenty-three percent of coaches believed that debate was just holding its own or was in a state of decline. The size of this "dissenting" vote suggests the need for both "missionary" work and careful attention to the criticisms of these minority schools.

All statistics dealing with work in discussion indicated that coaches are enthusiastic about this technique. Student speakers' bureaus, however, were not so successful. Several coaches deplored the time-consuming preparation of speakers, the troublesome details of scheduling speakers, and the thorough groundwork of publicity that must be done. Comments from schools reporting excellent success indicated that a budget for this service, a faculty manager, and adequate student assistance were necessary in

order to maintain a bureau with a minimum of difficulty.

The percentage of schools participating in competitive forensics in addition to debate was surprisingly large. Many schools that did not compete in such events on an intercollegiate basis did have intramural contests and awards. The relative popularity of events was about as anticipated, but it was significant that discussion placed third in this listing.

As a generalization, it seems evident that the East was the most typical of the sections, particularly in items pertaining to debate. Opposition to tournaments, preference for audience or non-decision debates, advocacy of de-emphasis of the competitive elements of forensics and increased emphasis on their educational values were a few of the items in which these coaches often differed from the majority in other sections. Again, however, it must be emphasized that differences were not great and that the survey revealed a rather uniformly encouraging picture in all sections.

VIEWING FORENSIC SITUATION

Continued from Page 7

nally, as a debate director, are you justly proud of the type of men your debate program is molding?

The functional tools of a democratic society are debate and discussion. Freedom in their exercise differentiates a democracy from a dictatorship. Tomorrow is the era of action. Tomorrow, as always, when the time for action arrives, some form of debating will supply the avenue by which America will reach her decisions. As directors of debate we should look carefully to our wares. OTHERS should not find it necessary to remind us that what goes on inside our debate programs should correlate closely with the functions essential to the American way of life.

Delta Sigma Rho Notes

Among the new names on the Delta Sigma Rho coaches roster are: Ralph Renwick, Jr., Brown University; Gordon D. Brigham, American University; William N. Birenbaum, Chicago University; Clifton Cornwall, Hawaii; Louise Goble, Iowa State Teachers; Edward W. Carter,

Pennsylvania; Ordean G. Ness, Syracuse; Lloyd Welden, West Virginia University.

The Allen Press of Lawrence, Kansas, announces the revision of Professor E. C. Buehler's book, "You and Your Speeches." The revision is about 25 per cent larger than the previous edition. The original work had 58 adoptions and was completely sold out in a short time.

The Fourth Annual Student Congress of Delta Sigma Rho will be held March 31-April 2 at the Congress Hotel, Chicago, Illinois. The general subject will be Civil Rights.

Texas Christian University carried out a novel project in the first recorded debate tournament. They invited the colleges which led in the West Point competition last year to record and interchange their speeches until the debates were complete. They were then gathered together into one place to compose a library record of a large number of debates on Federal World Government. The idea is not only a novel one but a very sensible one for the preservation of American College thought.

The director of debate at Allegheny College, Pennsylvania, is Glenn W. Timmons.

Tau Kappa Alpha

Tau Kappa Alpha has a new chapter at Clemson. Prof. M. A. Owings is the debate coach at Clemson.

The new coach of debate at Mercer University is H. Y. Warnock. He has assumed the task of getting Mercer back on the debate map as debating had lapsed for a time there.

Tau Kappa Alpha has issued a tabulation in chart form of the main tournaments in the South for this season.

Tau Kappa Alpha had three meetings in connection with the Meeting of the Speech Association of America at the Hotel Statler in December. The inter-Honorary Meeting held Wednesday morning, Dec. 29, was held at the Tau Kappa Alpha headquarters at the Hotel Statler.

Richard C. Reager was elected to the National Board of Directors of the Speech Association of America at the Washington Convention.

The Southern chapters have issued a mimeograph bulletin listing all tournaments in that area. Paul Brandts of the University of Mississippi is the Editor.

What Becomes of Debaters?

PROFESSOR CARROLL P. LAHMAN PRESENTS THE STORIES
OF THREE OF ALBION'S DISTINGUISHED GRADUATES

WHEN one asks, "What becomes of debaters?" at Albion College, Michigan, as at many another similar liberal arts college with a long history of intercollegiate forensics, he finds a wealth of answers. From a great number of equally deserving former college speakers the writer has arbitrarily chosen three whom he believes are representative of the long succession since the first intercollegiate oratorical contest of 1883 and the first intercollegiate debate of 1897. Because training in forensics is so obviously a help to those who go into college speech teaching, none of the considerable number of Albion men and women who have risen to prominence in that field is included.

Geraldine Townsend Fitch, Authority on the Far East

Geraldine Townsend was graduated from Albion College in 1917, after distinguishing herself in both oratory and debate and being elected, as a result, to Delta Sigma Rho. In her freshman year she won the all-college women's oratorical contest and later secured the coveted honor of winning the inter-class Senior Horn Contest.

In 1919 she went to China as a journalist, traveling in that land by sedan chair, rice boat, and junk. There she met and married George A. Fitch, who was born in China and whose outstanding work through the years as a YMCA secretary has twice brought him decorations from the Chinese government. Geraldine Townsend Fitch's life has been closely bound up with that of China.

Mother of six children, she has found time for constant writing and speaking on a variety of subjects, but most of them growing out of her intimate knowledge of China and its problems. In 1930 she was a member of the Chinese delegation to the Pan-Pacific Conference at Honolulu. In 1947 she was the only American woman in the Korean delegation of ten to the World Y. W. C. A. Council meeting in Hangchow. She has served as president of the American Association of University Women of Shanghai. She is a member of Phi Beta Kappa.



Geraldine Townsend Fitch

During the last ten years Mrs. Fitch has combined her training in written and spoken English with her indefatigable energy and social concern to campaign tirelessly for her beloved China, first against the supplying of Japan with American materials to make war on China, then against the Communist threat. While her husband and part of her family remained in China during the war, she worked in the United States for aid to China. Articles from her pen appeared in such periodicals as Time, World Outlook, and the New York Times; she spoke from coast to coast before varied audiences; she was heard with respect by both the Foreign Relations Committee of the United States Senate and the Foreign Affairs Committee of the House of Representatives. Ranking member Charles Eaton of the latter committee declared hers to be "one of the most statesmanlike testimonies that has been made before this or any other committee." The director of the Mayor's weekly broadcast over KQV at Pittsburgh gave this testimony as to her persuasive power: "Of the hundreds, possibly thousands, of people I have

presented and worked with over the radio, I can think of no one who more ably presented their case than Geraldine Townsend Fitch."

Today, as foreign correspondent, wife, mother, brilliant speaker, and tireless worker for international peace and honor, this ex-woman debater challenges more college girls not to miss the invaluable training to be received from forensics.

Marshall A. Reed, Bishop of the Methodist Church

A bishop in the Methodist Church finds many a place to use his training in forensics. So it is with Dr. Marshall A. Reed, Albion '14. His father a farmer and his mother a former school teacher, Bishop Reed graduated from Tecumseh, Michigan High School and went to Albion College to start his preparation for the profession he planned from a boy to follow, the ministry. Here he found time for both football and forensics. One year he was picked as all-conference center. Most of his training in speech he received from Charles Henry Woolbert, professor of English and Oratory, during the three years before Woolbert moved to the University of Illinois in 1913. For his work in debate and oratory, an honor not lightly won in those days, Reed was elected to Delta Sig-



Bishop Marshall A. Reed

SPEECH ACTIVITIES

ma Rho. He was later chosen an alumnus member of Phi Beta Kappa.

There followed a year at Drew Theological Seminary and two years at Northwestern University, where he received both the B. D. and M. A. degrees. Pastorates of increasing size and importance came to him through the years, with his leadership in religious affairs and his power as a preacher receiving recognition in the form of honorary D. D.'s from Albion and Northwestern and membership on the boards of trustees of both institutions.

From 1934 until 1948, when he was elected a bishop, Marshall Reed was pastor of the great Nardin Park Methodist Church of Detroit. In 1939 he was a delegate to the uniting conference at Kansas City at which the present Methodist Church was formed. In 1940 and 1941 he served as president of the Detroit Council of Churches.

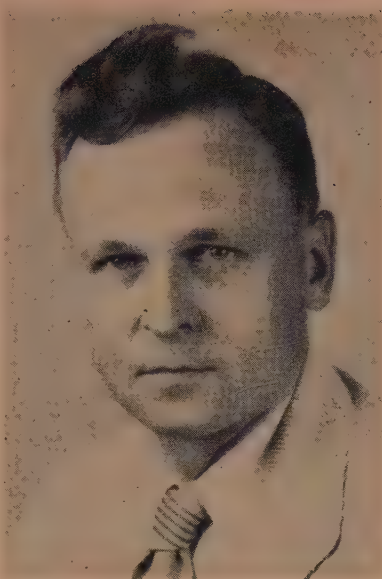
Likewise in civic affairs he has been active. He is an enthusiastic Kiwanian and has served as district governor.

Dr. Reed's family consists of his wife, a former Northwestern schoolmate, and three daughters.

In the pulpit and in popular addresses the new bishop is a powerful and dynamic speaker. As an organizer and executive he is able to secure the cooperation of able laymen in the work of the church. He is not the first Methodist bishop, nor the last, to arrive at his present position partly as the result of speech contests as a college undergraduate.

Harold R. Spiegel, State Department Expert

In the sixteen years since graduating from college, Harold Spiegel has made a distinguished record in public service, first with the Treasury Department at Washington and now as financial expert with the Department of State. Foreign trade expert in negotiations with Venezuela and Cuba, he was sent as State Department attache to London in 1942. In 1947, as Chief of the Division of Financial Affairs, he was sent to the Paris conference to work on the over-all Marshall Plan, along with George C. Kennan, Secretary Marshall's chief foreign political adviser, and Charles Bonesteel, adviser to Under-Secretary Robert Lovett. He is now Acting Director of the Of-



Harold R. Spiegel

fice of Financial and Development Policy.

Spiegel was a high school debater at Albion, Michigan, where his father has long been pastor of the Lutheran Church. He was graduated from Albion College in 1932 with an all-A record. He holds an M. A. from Tufts College and has done additional graduate work at the University of Michigan, University of Chicago, and Harvard University. His wife is the daughter of Dean Poynter of the college of medicine of the University of Nebraska. They have two children.

His forensic record as an undergraduate was particularly outstanding. Working under the direction of the late N. J. Weiss, then professor of speech, he debated all four years, took second place in the state extemporaneous speaking contest in 1930, placed second in both 1929 and 1930 in the state oratoricals, and as a freshman won the Civic League Oratorical Contest at Hamilton, New York. He was, of course, elected to Delta Sigma Rho, as well as other honorary groups.

Of his speech training he writes, "This experience contributed in a useful and important manner, I am sure, to my background for my present activities."

Prof. Lionel Crocker of Denison University has just written a speech text called Effective Speaking for the American Institute of Banking.

BOOK REVIEWS

University Debater's Annual 1947-48. Ruth Ulman. H. W. Wilson Co. N. Y. 1948

It's out—the annual collection of debates published by H. W. Wilson. However much it resembles all its predecessors, it is new in one respect. It has a new editor. The firm, sure hand of Edith Phelps is gone. She no longer guides the annual volume. In the Quarterly Journal last year we all read about her retirement, and her reflections upon a long and useful life in publishing debate books, reference volumes, and speech aids. As we say *Liebe wohl* to her, we must turn to greet her successor, Ruth Ulman. Miss Ulman has learned her job within the Wilson Co. Judging from this her first debate annual, she has learned it well.

She did not have an easy task. The one national subject custom has rendered collections of debate difficult to obtain, there will be some that are not exactly intercollegiate debates. There is only one of this type among the nine debates in this annual—the University of Washington Radio Forum on The Church in World Affairs. To get eight college debates under present conditions is an accomplishment, and we congratulate Miss Ulman.

The eight debates are: Federal World Government by Bryn Mawr and Rutgers; University of Minnesota and Wisconsin on the same subject; The Marshall Plan by Universities of Kansas and South Dakota; Anglo-America Alliance by Columbia University and Oxford University; University Military Training by Notre Dame and Purdue; State Socialism and Democracy by Middlebury College and Williams College; Compulsory Arbitration of Labor Disputes by University of Missouri and Washington University (St. Louis); Federal Security Planning by University of Hawaii and University of Colorado. Miss Ulman has adhered to the Preliminary Brief used by Miss Phelps, also the concluding bibliography. The debates are quite typical and representative of the type of debating done in the colleges today.

High School Debating in the East

By Ralph N. Schmidt
Utica College

Presented at a joint meeting of NUEA and SAA Washington, D. C., December 29, 1948.

WHAT is the present status and what are the future prospects of high school debating in the East? This is the topic assigned to me for discussion with you this afternoon. "Present status" has been interpreted to mean the extent rather than the quality of participation. "East" has been interpreted to mean the New England States, New York, New Jersey, Pennsylvania and Maryland. Since Lynn Thayer is scheduled to report on the forensic activities in Pennsylvania, my report on that most active of all the eastern states will be held to a minimum.

What is the present status of high school debating in the East? One way of answering this question would be to compare the annual sales of debate handbooks within the area for the past few years. By December 15 of 1946, 357 high schools in Eastern area were using the debate handbooks published by J. Weston Walch. By December 15 of 1947, 520 high schools were using this service. Although exact figures were not obtainable for December 15 of the current year, Mr. Walch estimates that "about 10% more schools from this area are using our debate handbooks than last year." An increase from 357 to 520 high schools within a period of two years is an indication of greater participation.

The Mid-West Debate Bureau at Jacksonville, Illinois, of which Harold E. Gibson is director, reports sales to a total of 247 high schools in this area in 1945-46, 330 in 1946-47 and 316 by the 21st of November in the 1947-48 season. Mr. Gibson's figures for the entire 1947-48 season and for the present season did not reach me at the time of my departure for this meeting. It is obvious, however, that the number of schools in the East using his service is also increasing.

The only other source of debate handbooks which might be expected to have an appreciable sale in the

Eastern area is the N. U. E. A. However, since to my knowledge there are no operating state leagues in Massachusetts, Rhode Island, Maryland, New York or Connecticut, the number of schools availing themselves of the N. U. E. A. service is much smaller than the number patronizing the J. Weston Walch Bureau or the Mid-West Bureau.

In the light of the information revealed by this analysis of the comparative numbers of high schools purchasing debate handbooks from debate bureaus, it would seem that there has been an increase in interscholastic debating in the Eastern United States. If we omit the figures pertaining to Pennsylvania, we find that approximately 430 high schools are engaging in debate. When we consider that New York alone has over 972 high schools, we can readily understand that the East is still "virgin territory" when it comes to debating activities despite the increase in interest.

At this point it has been my intention to discuss the situation in each of the five areas into which I had divided the term "East". I decided not to do so when a "first reading" of my manuscript indicated that it would take fourteen minutes to accomplish this intention alone. Instead, therefore, I shall merely report to you that it is my belief, on the basis of an examination of the conditions in each of the areas, that in Pennsylvania alone is high school debating really on the increase. In the other sections of the East there is a slight increase, but hardly sufficient to warrant undue optimism. If there is time for discussion after this meeting, I shall be glad to indicate the bases on which I came to my conclusion.

(The following is the material which was deleted from the actual presentation in Washington, D. C.)

Let us now look at the different sections within the Eastern area. What does a break-down show with respect to the status of debate? In New England the outstanding high school debate league is the Bates Interscholastic Debating League, with headquarters at Bates College

in Lewiston, Maine. Director and guiding genius of this league is Prof. Brooks Quimby, from whom has come the major portion of my information on this section. A year ago Prof. Quimby wrote, "Debating in New England has not been especially active in secondary schools, except in Maine. There have been, and continue to be a few schools in each state that debate without much organization . . . In my judgment, and probably I know the area in debate better than anyone else (I have been doing this job for 20 years) debating took a bad slump during the war and has not come back yet. It is a little better than last year, but I look for no great development . . ." He indicated that approximately 30 schools participated in Maine in the previous year (1946-47), 4 in New Hampshire, and 5 in the prep school tourney.

In his letter of this month, Prof. Quimby indicates that 29 schools participated in Maine last year, 12 in New Hampshire, and 5 in the prep school league. This reveals a maintenance of the *status quo* in Maine and in the prep school league and an increase of from 4 to 12 in New Hampshire. He further indicates that as of December 15 of this year there are again 29 schools enrolled in Maine, 13 in New Hampshire (which is an increase of one) and 7 in the prep school league (which is an increase of two). He cautions however, "May I point out that these figures are not significant because after December 15th, last year some schools joined and others withdrew. The total given you for last year is the number who eventually participated in the spring. This year there will be more schools joining and some will drop out before the debates take place. In general, you may conclude that the three leagues remain about the same with some slight increase in the preparatory league." These figures with respect to the situation in Maine and New Hampshire are supported by the figures from the debate bureaus. These show the number of individual schools purchasing debate handbooks to be 31 and 32 for Maine and 14 and 10 for New Hampshire.

There are two other leagues functioning in the New England States. One is the New England District of the National Forensic League. An examination of the membership roll

as published in the September, 1948 Rostrum reveals a total membership of 18 schools—8 in Maine and 10 in Massachusetts. It is quite probable that the eight NFL schools in Maine are also members of the Bates Interscholastic Debating League. Consequently, to add the number of NFL schools to the number of Maine schools in the Bates League would be to distort the picture. The other league is in Vermont. Dr. Robert B. Huber, Head of the Department of Speech at the University of Vermont, writes: "Vermont has a high school debate league and determines a high school debate champion. Although smaller than previous years, it is now increasing in size." No further information was vouchsafed.

What about debating in the **other** New England states, in Massachusetts, Connecticut and Rhode Island? My information here is scanty. Letters to individuals recommended as in a position to give competent answers did not receive replies. However, Prof. Quimby and Prof. Bruno Jacob of the National Forensic League are in agreement that no operating state leagues exist in Massachusetts, Connecticut or Rhode Island. Consequently, let us again resort to the figures submitted by the debate bureaus. It is obvious that the J. Weston Walch Bureau would sell to more schools in the upper eastern area and the Mid-West Bureau would sell to more in the lower eastern area. It is equally obvious that some schools purchased handbooks from both bureaus. I am assuming, therefore, that the number of schools actually debating in each state is the number purchasing handbooks from that bureau which had the greater number of clients in that state. I realize that this will tend to underestimate the total, but not nearly so much as adding the number of schools using each service will overestimate the total. After all, we are interested in the trends.

In Massachusetts 60 schools had ordered debate handbooks by the 15th of December in 1946; 88 schools had ordered handbooks by the same date the following year. In Connecticut the increase was from 8 to 14; in Rhode Island from 1 to 5; in Vermont from 2 to 7. The per cent of increase for the Walch Bureau in these four states from December 15 of 1946 to December 15 of 1947 was

approximately 60%; the increase for the Mid-West Bureau was approximately 30%. We have already heard of the additional 10% increase for the current year in the utilization of the Walch services. These figures show an increased interest and participation in debate, although no state leagues are functioning.

We might truthfully say that there is an increased interest in high school debating in the New England States on the basis of this information. Certainly the increase in enrollment and participation in the Bates Interscholastic Debating League from 39 in 1946-47 to 46 in 1947-48 to 49 as of December 15th of the 1948-49 season justifies the assertion. The 30% and 60% increases in the number of schools using the services of the debate bureaus in the States of Massachusetts, Connecticut, Vermont and Rhode Island likewise justify such an assertion. The drop in the per cent of increase from 30 to 16 for one bureau when all six N. E. states are included, despite an increase from 60 to 61% for the other bureau, indicates the unreliability of isolated figures. To avoid hoodwinking ourselves, it would seem wise to merely report a **slightly** increased interest and participation. The increase in the number of schools participating is pitifully small when compared with the total number which are not participating and which **might** have participated.

The status of high school debating in Maryland is similarly difficult to judge. There are no N. F. L. schools in Maryland, there is no state league. A total of 11 handbooks were sold in the 1945-46 season, the same number in the 1946-47 season, and 15 (an increase of 4) by November 21st of the 1947-48 season. Figures for the entire 1947-48 season and for the current season were not available. It would seem that we can again conclude a **slightly** increased interest and participation.

In New Jersey there are 18 N.F.L. schools. One debate bureau reports an increase from 12 schools in 1945-46 to 25 schools in 1946-47 and 21 schools already purchasing by November 21, 1947. The other debate bureau reports an increase between the 1946-47 and the 1947-48 season of from 20 to 28 in the number of schools ordering handbooks by the 15th of December. Conclusion? A

slightly increased interest and participation.

In New York there are three debate leagues and one discussion league in operation. The New York District of the N. F. L. has a membership of 23 schools, not all of which participate in debate. The Interscholastic Debating League of Eastern New York, of which Miss Lucille Stephens, Poughkeepsie, New York, is secretary, had a membership of 8 active schools in 1945-46, 10 in 1946-47 and 9 in 1947-48. Data for the present season is not available. Miss Lillian O'Connor, president of the New York State Speech Association, reports a private school debate league in the Metropolitan Area and a public school discussion league in the same area. Eighty-three high schools ordered their handbooks by December 15, 1946 and one hundred fifteen by the same date in 1947. This shows an increase of interest in debating if not in debate league memberships.

The outstanding news in Pennsylvania seems to be the organization of the Catholic High School Speech League of which Albert L. O'Connor, Jr. of Monessen, Pa., is executive secretary. There are 62 schools in this league, 25 of which already have speech programs and all of which are now developing speech programs. The Pennsylvania N.F.L. District is the largest of the N. F. L. districts in the nation and would be even larger if all of the schools qualified and petitioning for membership could be admitted. A steady increase in sales of handbooks is reported by both the Mid-West and J. Weston Walch debate bureaus, 215 schools having ordered by December 5 of 1947. Only the N.U.E.A. handbooks show a decrease, from 208 in 1946-47 to 170 in 1947-48. By December 5 of 1947 there were 130 schools purchasing N. U. E. A. handbooks through the Pennsylvania Forensic and Music League, by December 2 of this year only 123 schools had purchased handbooks. It is, nevertheless, obvious that interscholastic debating is increasing substantially in Pennsylvania.

In summary, we can say that in Pennsylvania alone of the Eastern states is high school debating really on the increase. In other sections of the East there is a slight increase, but hardly sufficient to warrant undue optimism.

(This concludes the material which was deleted. The following was actually presented.)

And now, what about the future prospects of high school debating in the East? Since it is from the present that the future must come, perhaps a knowledge of the causes underlying the unsatisfactory extent of participation in the East will help us to predict the future. If these causes cannot be removed, there is little hope for the future!

What do the leaders in Eastern Interscholastic circles feel to be the causes for the lack of debate activity in their section? Nellie Mae Lang, New England District N.F.L. Chairman, replied rather fully to my request for information. The following causes have been abstracted from that reply: Lack of academic high school courses in speech or debate. A shortage of properly trained speech teachers. The attitude of Eastern communities toward speech—considering it to be one of the “fads and frills” of education. Active opposition on the part of some administrators.

Brooks Quimby, Director of the Bates Interscholastic Debating League, gave the following reasons in a letter of last year:

1. Lack of speech work in secondary schools.
2. Lack of trained teachers to coach.
3. Lack of interest in the activity as compared to others.
4. Underpaid and overworked teachers hesitate to take on the extra work unless the school system executives happen to be especially interested or they themselves like it so well they do it as a labor of love."

This year Prof. Quimby reaffirms his opinion and amplified his statement with respect to the lack of trained coaches. This lack he attributes to the following factors:

1. Lack of Speech majors in New England.
2. Most graduates prefer some more remunerative profession than teaching.
3. There are few speech teachers in New England Secondary Schools.
4. Administrators tend to look for some one to coach dramatics when they hire their English teachers, since that activ-

ity is more widespread than debating."

From the reply of Lucile Stephens, secretary of the Interscholastic Debating League of Eastern New York, these causes have been abstracted: (1) "lack of qualified coaches, and (2) "youngsters increasingly avoid anything that looks like work." Lillian O'Connor, president of the New York State Speech Association, indicates that (1) interest is lacking on the part of both teachers and students, (2) there is more interest in discussion, and (3) teachers of speech and social studies feel that "the evils (of debate) are likely to be emphasized."

From Pennsylvania comes the comment of Albert L. O'Connor, Jr., executive secretary of the Catholic High School Speech League and a National Director of the N. F. L.: "Schools sponsoring speech courses are the exception rather than the rule . . . There is no program whereby prospective teachers are encouraged to concentrate on speech preparation. It is usually considered a branch of English and the English teacher is supposed to take care of that."

Bruno E. Jacob, originator and secretary of the N. F. L., states: "I believe the present indifference toward debating in the Eastern High Schools is a product of similar indifference in the Eastern Colleges training these high school teachers. This is augmented, I believe, by the absence of organized debating leagues in some of the states and as these leagues generally have been started if not continuously operated by college sponsorship, the responsibility again rests with the higher institutions."

J. Weston Walch replies: "In addition to the reasons you give for less interest in debate in this part of the country I would add rigid college requirements which prevent debating from counting as a high school unit, particularly in the college divisions. You probably know that in Oklahoma, and surrounding states where so much is done with debating, it very often is taken as a regular course in the schools."

What were the reasons given to me to which Mr. Walch refers? In my letter of November 26 of this year I stated: "The longer I spend in the East, the more apparent it becomes to me that there is not a lack

of interest on the part of the high school administrations and students but rather a lack of interest on the part of the teacher training institutions and the teacher training divisions within private colleges and universities which is responsible for the lag of the Eastern States behind the Middle West, far West and even the South in interscholastic debating. It seems to me that those responsible for the development of speech departments in the above mentioned institutions feel that speech correction (or re-education), voice and diction, conversation, interpretation, and dramatics are all more important than debate. Consequently their products are imbued with the same philosophy and do not give freely of their time, effort and energy to develop the latent interest in the students and avail themselves of the support of the administration. In fact, it seems to me, speech teachers don't want to "waste their time."

Is there a means readily available for removing these causes? If not, I have previously indicated there is little hope for the future. There is a means, but whether it is readily available I cannot say. That means is an old fashioned revival. A few young, enthusiastic, consecrated if you will, directors of speech in a few of our colleges and universities—and a few funerals too, can make the prospects for the future bright. My own experience in Central New York convinces me that a renaissance can take place in the East if the speech teachers will permit it to do so, if they will give to it their guidance and assistance. Those of you who read the Autumn issue of **The Debater's Magazine** know what a splendid response was given to the Utica College Program for high schools, how enthusiastically high school administrators, teachers and students received demonstration debates between two teams of Utica College debaters. This program is being continued this year. It will be continued next year. Perhaps next year, certainly the following year, and especially if we are able to put the college on a five day week, the high schools of central New York will be invited to a debate clinic here at Utica College. Out of that clinic I expect a Central New York Debate League to emerge. Already I have received favorable responses from area administrators who have

Department of College Oratory

A Year Goes By

A COLLEGE ORATION, BY OMAR KUREISHI,
OF THE UNIVERSITY OF SOUTHERN CALIFORNIA

IN the firmaments He placed the stars, and in the minds of men—will. In the minds of men He placed the intuitive genius to interpret the intricacies of life, the meaning and purpose and direction to all that has become good today . . . the bliss of growth and the splendor of beauty, the shifting and shuffling of an epoch making renaissance that has brought joy to the heavy hearts and light to the eyes that could not see. The ringing laughter of children, the warmth and sunshine of a mother's smile, the security and assurance of a father's life, of such is life and such are its tremulous ecstasies . . .

The dim roar of San Francisco was like the bourdon note of a distant organ, as I walked down the gangway. There were people and flags, crowds and fanfare. I had come to America. Perhaps it had been the fulfillment of a lifetime's dream, perhaps it had been the penultimate of my educational quest. I did not know. This I knew that the glittering novelty dazzled my judg-

been approached on the subject. Only the lack of room space in our present crowded facilities and expanding student body prevent a start this year on this project.

The time is ripe. The New York State Board of Regents has recently authorized the administration of the Senior English Examinations at the end of the Junior year. This means that those juniors passing the examination may elect speech courses in lieu of Senior English. Schools are looking for a program which will permit them to take full advantage of this opportunity for those of their senior group already proficient in English. Organized interscholastic debating is one aspect of such a program!

This is the means available for removing the causes, as I see it. With the development of organized debating will come a demand for competent, trained coaches. At first

ment with its brilliance. America to me had always conjured a rather romantic, weird, haphazard connotation that I learnt was incorrect as it was unflattering. Somehow way back in India, the images of the gigantic Manhattan skyscrapers were impermeably lined with jewels and the streets of a glittering and brilliantly lit Hollywood boulevard studded with diamonds. But along this fairyland, this celestial and sceptred other Eden, I would invariably allow my mind to wander into the recesses of the abyss that was the other side of the tracks. And I would shudder at the stockyards of Chicago and the empires of Rockefellers that had reduced the individual to a machine. And even as I would admire the inspiring effort to give fact and form to the Bill of Rights, I would be amazed at the paradox of Jim Crowism.

That was what America looked like from that distance; that is how I saw it in India. And I walked down the gangway, my confusion and mixed feelings filled me with con-

there will probably be an importation of coaches trained in the Middle West and West, similar to that already taking place on the college level. Then Eastern colleges and universities will begin to train their own students to meet the need. High school students who have participated in organized interscholastic debating will seek training in higher educational institutions to prepare them to return to the secondary field as coaches. Administrators who gained valuable experience in their high school debating will further encourage it, and seek for their teachers those who can make these advantages available to the students in their schools. This has been the experience of those sections of the country in which debate is strong. It can be the experience of the East!

I know of no opposition to high school debating at any level in the

EDITORIAL NOTE

Mr. Kureishi is a student at the University of Southern California who has distinguished himself in Forensic activities at this institution in the last two years. He is a native of India as is his debate partner, Mr. Feruchi. Together they tied the Willamette University team for first place at the Seattle tournament of the Western Association last November. They also stood high in last season's tournaments on Federal World Government. Mr. Kureishi entered Oratory last year also with an oration on Mahatma Gandhi, and this year won at Pepperdine College, and at Seattle with "A Year Goes By."

traditions, clustered my mind with thoughts that seemed to lead nowhere. Like all newcomers, I was gullible to all the hearsay and evesdropping that I could not avoid. It did not seem important then; in fact it was considered fashionable to align people. Now I know

educational structure of New York secondary education or higher education other than the level of the speech teachers themselves. As a member for several years, of the Subcommittee on Extra-Curricular Activities of the then National Association of Teachers of Speech, I cannot hold out any hope of assistance from that quarter. The proposed organization of a National College Debate Coaches Association may provide much help. In our struggle to increase participation in high school debate activities in the East we will find our most active opposition from our fellow teachers of speech who want to make of speech an academic subject and to remove it from the only place where it has true value—the public platform.

What are the prospects for the future? Whatever we, the speech teachers of the East, make them!

that ignorance and misconceptions, hazy, vague and cloudy pictures of other lands and other peoples are dangerous, that they tend to lead to misunderstanding and prejudice and superficial demarcations. To fathom the depth of America, to catch its music, to know its soul, we must meet it, live with it, and learn to understand it. There is no other way.

Over a year has gone by since I stood on the deck of the ship and watched it come into the harbor. It was not a dream boat coming into port laden with the treasures and wealth of distant Ophir. It was a cargo boat bringing to the shores of America little ambassadors who had come to learn about the American people and give in return, perhaps, the flawless, correctly cut sparkling jewels of culture of which they were heirs. I recall vividly, it was a warm summer morning and the mist was rising over the hills, and as it lifted I saw the first glimpse of clean snow-white houses spread over a city that looked like a fabulous Toyland. Beyond those hills, beyond the bay, beyond the towering overwhelming Bridge, lay the promised land—they told me. The land that gave birth to a Bill of Rights that had become sacred in political philosophy, a land out of which had come the Emancipation Proclamation and Lincoln, out of which had come the breathtaking miracles of science and the equally impressive might of a political doctrine that was seraphic to those of us that had placed their destiny in the firm and steady hand of Democracy.

Now as I look back, I am terrified at the notions I held of America. Terrified because I was a willing contributor to giving shelter to certain concepts that were dangerous and incompatible with better international behaviour. That is why I feel it is important for the world to know the story of America, the living, dynamic history of this country. To know America, it is not enough merely to be aware of its problems, its shortcomings, its handicaps. It is important to know what is being done about them, what the people are attempting to do. The problem or its existence is merely half the truth; the mode and the manner of solution is what matters. That is why those that find that America is not, after all, their

heart's desire are disillusioned, because they lack the vision and forthrightness and the courage to see tireless striving towards reformation that the people of America are making. It took me a year to realize this. It took the intimate association of the charming exaggeration of my more patriotic friends, the cynical undervalued assessment of my more disillusioned associates to give me that happy, harmonious blending of which I am so proud, particularly as if I had played a role in the re-shaping and re-casting of my original conceptions, whereas I was merely a helpless spectator.

The important thing is, and it is a *sine quo non*, an indispensable prerequisite to world understanding, that the story of America must be told. It must be told by me when I go back, it must be told by others when they return. More fundamentally, it must be told by Americans themselves. It should be the story that explains that the people in this country are the sons and daughters of life's longing for itself, it is a story that must explain what the heart throbbing pulsating tempo of New York is, what the serene, tranquil atmosphere of Carmel by the Sea in California is.

I would want my peoples and other peoples to know of the struggle that is going on within this country. A long, arduous, strenuous struggle to keep alive those principles on which this country was founded. A struggle to fight the baser, perverted, degenerate instincts of hate and prejudice that are like gangrene on its social fabric. Of how decent men and women are fighting the tentacles of those that are infiltrating alien ideologies into the economic framework; of how education and enlightenment are spreading over the darker corners, coming like little pencils of light, brightening and illuminating the dark mental minds of people who are unable to see their way. Of how the dignity of labor, the fundamental and basic thesis of man's equality is maintained and inculcated, of how human beings are learning to live and play with each other, inevitably turning towards the promise of that clear blue sky which must be the parliament of men and women, gazing with gleaming, hopeful eyes at the lazy pastures and the vernal greenery of a springtime that must

be the commonwealth of the peoples of the world.

There is yet another installment to this story. And this the American people must tell each other, and particularly to those of them that have given up and are resting in dejection and helplessness. Nobody will deny that America has its problems and sores. But they must not be ashamed, they must not hang their heads in humiliation, for the efforts that are being made to eradicate these evils are lofty, worth cherishing, and deserve the worth and merit of the people's pride. I do not allude to legislative action. I refer with nostalgic pride to the efforts of the little people, old Holler of the drug store around the corner where I live, Ed Stagman the student, little Mimi the waitress in a downtown restaurant, and the thousands of Hollers and Stagmans and Mimis all over the country, on whom is dawning the indivisible truth and who are realizing in their normal pursuit of happiness what I have heard them tell me hundreds of times, "people are all the same basically."

I confess I do not match the intellectual heights of those literary giants that come to this country and write voluminous books dubbing abuse and slander, antagonizing the world against this country, on the flimsy pretext of penetrating analysis and detailed research. They may be right. I don't know. Maybe I have merely been overwhelmed by the treasured memories I cherish of peoples and places in this country. But they are deeply impressed in the shrine of my memory. They cannot be effaced too easily. And since they have given me hope and courage and stimulation, I doubt very much if I will allow them to be mutilated by literary iconoclasts.

Yes—a year has gone by in living and learning. It has been an eventful year. It has been a happy year. To the world I say—understand the soul of America. To the Americans I say, discover yourselves in your own land and be proud of it. And as for me, my constant prayer will be that America may continue to stretch out its hand towards perfection, to give form to every feeling, expression to every idea and reality to every dream.

A dream of eternal springtime, of vernal greenery, of fragrance, of flowers. The oval stellated globes of

Coaching the Contest Orator

By Carl H. Weaver
Fairmont High School,
Dayton, Ohio

I HAVE been entrusted this afternoon with a subject which has caused me some embarrassment. I told a story once in the presence of some of the masculine members of our faculty. It went like this: Rastus came home to his small town from the big city, wearing calfskin shoes, orange socks, bright yellow vest, and other accessories to match. His envious friends gathered around him and asked him whence came this new prosperity.

"Ah," said Rastus, "am an orator."
"And what is that?" asked his friends.

"An orator," said Rastus proudly, "is different from ordinary people. When you ask ordinary people how much is two and two, they say foh! But an orator says, 'When in the course of human events it becomes necessary to add to the digit of the second denomination the figure two, I say unto you,—and I say it without fear of successful contradiction—that the result will inevitably be foh!'" Whenever I meet those men of my faculty, they kid me about the "course of human events."

Now my discomfort and embarrassment arise not from any error on the part of Rastus nor from any effect that work in oratory has on my students, but from an uncertainty in my mind whether the kidding arises from the joke itself or from my own natural tendencies toward verbosity!

The subject invites me to verbosity; however, I promise you that I shall finish in less time than I am allowed.

My first thought when I am asked how to teach oratory is that I am totally inadequate. When I think of

the tremendous grasp of the subject which many of the lecturers at this conference have—not excepting Mr. Paul Carmack, OHSSL Director—my feeling of insecurity increases to the point of panic. On the other hand, perhaps our problems with secondary students make it necessary that we approach oratory from a quite different and more elementary viewpoint than theirs.

My second thought is that if you want to teach oratory quickly and easily, write the oration yourself. That makes it necessary for you to teach only interpretation and delivery. And if you can find a senior boy with a big voice or a girl with a pretty figure, that part of the task is fairly easy too . . . Unfortunately, oratory is often taught that way. It is easy to say that the pressure of competition "forces" a coach to cheat. I believe it is much more accurate to say that such coaches need but little forcing; they would probably write the orations to attain lesser goals than good rankings in contests. Be the cause whatever it may, when we hear the same "original" oration three years in a row spoken by different students, we think it a strange coincidence.

My job is not to inspire, however, but to explain. Let me begin with one of my firmest convictions: The subject which is chosen should be of the greatest importance to the orator. It is difficult, if not impossible, for me to overemphasize this. I confess that a good speaker, well trained in the art of composition and delivery, can take a subject which is of little concern to him and with it inspire you to great heights. But most of us must feel when we climb upon the platform that we have a message which we earnestly want our listeners to believe. More than that, we want it to change their behavior. We believe that somehow we have found a little bit of the universal truth and it is vital that other people know it too. Whether we feel so in order for us to find fewer adjustments necessary in our own adaptations to society—and so try to bend society to our own way of life and thinking—I do not know. Yet I know that the difference between the speaker who has a real message and the speaker who is making a

speech is a great and a very real difference. It is the difference between the fellow who talks to his audience and the fellow who talks at them. It is the difference between the oral composition in your English class and the speech in the student congress. It is the difference between Teddy Roosevelt's "The Muck Raker" and his "Strenuous Life." . . I feel the same compulsion now as I speak.

I feel that urgency to speak also, when I think about the freshness of the subject of the oration. I wish I could persuade all teachers of oratory in Ohio that audiences (and judges) have a remarkable ability to prevent the impulses of the auditory nerve from coming to their attention when the speaker's subject, or his approach to it, is worn out. Remember, yourself, how many times you sat, at a certain period of your life, and listened to lectures on prohibition. All of them proved by demonstration that alcohol will kill fishworms and that cigarette smoke blown through a handkerchief will leave a yellow spot. I finally got to the place where I could only sit and reflect that I was neither a fishworm nor a handkerchief, so I had nothing to fear.

In this connection I suggest that a subject which is not in the news is better than one which is. I believe that one of the most important objectives of the orator is achieved when his listeners say to themselves with an appreciable degree of astonishment and surprise, "I believe he has something there. I've never given it much thought until now." Such a message is not soon forgotten by an audience or a judge.

Nor does this originality proceed from the choice of subject only. The best of subjects can be made commonplace and the oldest made new by the handling of them. I suggest that our first objective in the analysis of a topic be the finding of a new and unhackneyed idea.

There are some things which every beginning orator should be taught about outlining and development.

There is no doubt in my mind, however much there may be in others, that outlining of an oration should be of the problem-analysis-solution order. It is fundamental that an orator should present us with a problem, else why should we be listening to him? He is not there

to entertain us; we can enter him in humorous declamation for that. Nor is he there to inform us; our wives do too much of that at home. He is endeavoring to make us believe with him that his solution to one of the vital, current problems is the right one.

Here it is that the coach's help becomes important. The orator must learn to present the problem before he analyzes it. He must learn to analyze it before he reaches a solution; for out of the analysis the solution flows naturally. Each of these steps must be taken separately and clearly.

A difficult problem for the beginning orator also is development. It is my practice to teach with care the speech details described in Dr. Yeager's **Effective Speaking** and in Dr. Barnes' **Speech Outline**. I stress especially the use of the story in all of its myriad possibilities of treatment. I can think of no other single thing which the orator can do which is quite so effective as telling an apt story. It may be long or short as the occasion demands, but its vividness and element of conflict insure attention and retention of the idea. Someone said of Abraham Lincoln that he got more arguments out of stories than he did from his law books.

The use of speech details is governed largely by the attitude of the audience toward the subject. In so flexible a medium as oratory, this is a handicap: The same oration is presented, word for word, to many different audiences. And it is not impossible for the attitude of audiences to change over a period of several months. Consider what might happen to our debate question this year if we become involved in a war before Christmas. And I wonder if our attitude toward communism will change after the election; or is it changing now?

Nevertheless, it is usually possible to consider the general attitude of the people who are likely to be the audience in an oratorical contest. For example, the American people in general believe that the communists and fellow travellers had a real hold on our government at one time. The honest criticism which comes of the House Committee headed by our NFL President Mundt usually comes from people who have not been **convinced**. They are good Americans. But they have

not seen the facts or else the facts have not been substantiated well enough to satisfy them.

An orator facing an audience like that on the subject of communism, then, should place his greatest faith upon facts whose sources cannot be impugned even by a man from Missouri. Dynamic stories help; but they are not enough.

Conversely, the orator who faces an audience which believes with him but needs to be reminded should present but few facts.

For a good discussion and for illustrations of these principles, I refer you to the textbook prepared by Miss Wilhelmina Hedde and Dr. Norman Brigance, either the new or the old edition. They explain very well how it is that the orator must, in his choice of speech details, consider the attitude of the audience.

My orators asked me last week to say something to you about teaching control of the voice. I'm not sure that I can. I am more sure that some of you can do better at it than I.

This fall I tackled afresh the problem of conscious control of loudness. When I attended the national tournament at Canton last spring, I was proud that Fairmont had two entries. Most of the wind went out of my sails when I heard that the city of Oshkosh, Wisconsin, had **five speakers in the finals**. That meant that they had won every one of the state championships in individual events in Wisconsin . . . I made it my business to hear some of the Wisconsin speakers. I found that they were big boys with big voices. They had wonderful control of their voices. I marvelled as I sat there in that beautiful auditorium and listened. I thought that what that coach could do I could learn to do.

I haven't done it yet; but I'm on the way. There may be many ways to help an adolescent speaker overcome his self-consciousness to the point where he can do without fear what his teacher asks him to do. Voice exercises will help, I know. Although it is hard to say that any single exercise is directly beneficial, in the aggregate they will increase the loudness of a voice and improve the control of it. We see the evidence of that on every hand: Singers develop their voices. Perhaps you have developed yours. Almost

any good speech text has a good list of exercises.

However, we come ultimately to the conclusion that conscious control of loudness is a personality problem. Almost any student in your class can consciously increase the loudness of his voice if he wants to. It becomes a matter of removing the embarrassment situation. How to do that is a problem which I am not fully prepared to solve.

I realize that much speaking helps, either in front of your class or in front of another student in a practice room. Frank criticism, constant explanation, recording of the voice contribute. And perhaps there should be direct work on the reduction of embarrassment of each individual student.

I have my orators do embarrassing things in the classroom. To a shy student, reading the oration of Analytikos in Phillip Moeller's *Helen of Troy* in the Mussolini style from atop my chair is embarrassing. It is embarrassing to any adolescent to assume a character who has to make ugly faces. After an orator has taken a part like that wholeheartedly, it is not at all embarrassing to him to stand up straight or hold his hands at his sides. After he has roared like a lion or called his dog at the top of his voice, he can better listen to his own voice when it is, for him, unusually loud. You can think of many more things to do.

There is no doubt in my mind that personality is the key to the voice problem; and you will probably agree. I have had students who demonstrated excellent control of loudness after one explanation, simply because they had made up their minds that they were going to succeed at this thing. I recall one young man in particular whose speech was normally almost inaudible. His voice, however, was much greater than mine; and within a week he was talking many times more loudly without loss of flexibility. I suggest to you that if Wisconsin can develop voices, so can Ohio.

In conclusion, I should suggest to you that we should, in teaching oratory in high school, pay particular attention to the selection and treatment of the subject; to the development of the outline, especially with reference to the use of the speech details; and to the problem of development and control of the voice.

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Speech Contests Division

How to Teach Declamation

By C. M. Schindler
Kent State University

VERY few high schools anywhere in the nation today offer a formal course or subject listed in the curriculum as Interpretative Reading or Declamation. Most of our public high schools have a subject in the curriculum which they list merely as Public Speaking. Public speaking is different in many respects from interpretative reading or declamation.

What Is Declamation?

Interpretation of poetry, although quite significant in value in teaching of declamation, does not quite meet all the requirements of training for skill of declamation. It might be well at this point to set down a definition of declamation. Declamation is oral interpretation from memory of the printed page with the immediate purpose of influencing an audience to believe, react, or act as one wishes them to believe, react, or act. About the only difference between interpretation of poetry, which might in some cases actually be in the form of declamation, and declamation as here defined is the memory element.

This difference is significant, inasmuch as the ultimate purpose of declamation should be preparation for public speaking appearances in later life. Regardless of the type of declamation used in any given performance, one can gain audience personality, the art of simulating convincing facial and bodily expression and the valuable quality of sincere appeal through such experience.

There are three common types of declamation—humorous, with the fundamental aim of amusement (gaining laughter or chuckling as a response), dramatic, which seeks a more serious emotional reaction; and oratorical, which seeks to convince, persuade, or educate. Humorous and dramatic declamations usually involve a group of characters in a given situation or series of situations and the essential narration leading up to the actual con-

versation of those characters or forming a transition between conversations of those characters. Oratorical declamation, on the other hand, is the repetition of words of some previous speaker in the most effective manner possible as determined by the original purpose of that previous speaker. A given oration may seek to convince the audience by appealing to the intellect of its members, or it may seek to gain action on the part of individuals in the audience. A single oration may utilize both purposes seeking ultimate action by the audience on the basis of the convincing and persuading elements within the speech.

Starting a Beginner

First and foremost of our problems as coaches of a declamation is how to start a beginner. It would be my advice to start him with oratorical declamation, inasmuch as this type of declamation does not require many of the fine, discriminating features of characterization essential in humorous and dramatic declamations.

At this point I would like to devote a moment to a discussion of the value of contests as motivation in teaching of declamation. The degree of skill achieved by declaimers who have not been motivated by the desire to win has never been as high as that achieved by those involved in contest work. Secondly, non-contest conditions have never enticed as many participants into declamation as have contest opportunities. In fact, if it were not for the National Forensic League and the various state speech leagues which promote contest speech work in public schools throughout the entire nation, there would be far fewer high school graduates today with the outstanding audience appeal and with the outstanding leadership qualities which come only through the ability to convince and persuade others effectively.

In returning to the problem of the beginner, we must realize that, although he has no doubt heard many speeches, he probably has not analyzed them or even listened care-



C. M. Schindler

fully to them in anticipation of some day delivering speeches himself. If the coach himself does not feel qualified to give a good demonstration, he should call on an experienced student to read some selections. He should not expect the group to proceed effectively without an opportunity of witnessing a demonstration.

The beginner should be given complete freedom in choosing his selection. The reason for this is that after reading them all he will no doubt choose on the basis of appeal or belief. If he likes the appeal or feels that he has something in common with the thoughts expressed in the selection, he will probably do better in his first attempt. They should be given quite a number of orations to read. From these he can make his selections on the same basis—appeal or belief.

Oratorical Declamation

I would like now to discuss some qualities which should be emphasized in effective oratorical declaiming. Foremost of these qualities is sincerity. The individual must be convinced, or be able to simulate conviction, in the subject matter of his oration. It is best if he can actually feel that the principles set

forth in his oration are essential to the progress or survival of society. It is possible, however, that he will not agree to all of the principles set forth in his oration. In that case he must either cut those principles from the oration and shorten it or acquire the ability to simulate belief in those principles. Two of the best orators I ever heard were individuals not blessed with the best native speaking attributes but who were able to demonstrate sincerity, or to simulate the appearance of sincerity to an amazing degree. In most cases the qualities yet to be discussed will develop naturally if the individual has sincerity and the conviction (or the appearance of conviction) in the thoughts of the oration to be delivered.

Facial expression, inflection, tempo, volume, posture, and bodily expression (including gestures) are all elements contributing to effective oratory. These are the qualities which emphasize thoughts and demonstrate sincerity. Changes in all these qualities serve to stress words, phrases, or thoughts as the need arises.

Personality is an important quality in effective oratory. The way one approaches the rostrum, his demonstration of ease on the platform, his ability to gain and hold attention, the way he concludes his remarks and the return to his seat are all part of this platform personality.

Needless to say, pronunciation, enunciation and articulation must be correct and distinct in any type of declamation. There is absolutely no excuse for mispronunciation. Any word about which there is a shadow of doubt should be checked in the dictionary by the orator. Distinct enunciation and articulation are qualities which the coach must develop in his students. There are only two methods while working on a particular articulation. First, the contestant must be stopped every single time that the coach cannot clearly and easily understand any given word. Then, the coach must demonstrate distinct enunciation and articulation on that particular word and he must demand that those qualities be perfect before permitting the contestant to continue.

It must be understood that all of these above mentioned qualities work hand in hand at any given

moment in an oration. We can't say that we will work solely on facial expression today, we can't say that we will work only on tempo changes today because all of these qualities go into the simulation of sincerity with each phrase and each word that flows from the lips of the orator.

Humorous and Dramatic

Humorous and dramatic declamation involve all the qualities utilized in oratorical declamation and discussed above, but to these qualities must be added two more, vitally different. First, the purpose is different, and this purpose must be foremost in the mind of the declaimer throughout his performance. If it is humorous declamation, his primary objective must be to amuse the audience. He must gain laughter or chuckling, or a deep felt amusement, on the part of his audience. If it is dramatic declamation, he seeks a more serious reaction through portraying a tense moment in the drama of life either through narration or characterization. Sincerity, of course, is vital; but the second primary difference from oratorical declamation is found in the necessity of characterization. If an individual is telling a story dramatically as retold by a single character, or even as told by himself, he still must assume a consistent character role.

The greater difficulty faced by beginners in attempting humorous and dramatic readings involving more than one character is inconsistency in differentiation between or among those characters. Now, how is differentiation attained? There are seven principal qualities on which differentiation can be based: posture, facial features, facial expressions, tone quality, tempo, costume and inflection. Even before the declaimer utters a single word the audience should know who is going to speak next by the posture and facial features assumed at that moment by the declaimer in making the change from character to character. Furthermore, after the new character begins to speak, the audience should know who is speaking without even looking at the declaimer. Tone quality, tempo, volume and inflection differences should reveal this. How does one know what posture, what facial features, what tone quality, what vol-

ume, is suitable for a particular character? He must study that character, determine the age, determine the unusual circumstances in this character's life which might contribute to his particular posture or appearance. The student must determine whether that character is a carefree individual who would likely speak in a rapid tempo with great volume or an elderly person who has worked too hard all his life and has thus permanently affected his posture, his facial features, his tempo, his inflection. The declaimer must know, must feel, or at least be able to simulate the feeling which he believes his character to possess.

Choosing a Selection

The problem of choosing a selection is a serious one, whether it be for oratorical, humorous, or dramatic declamation. The choice of selection must be based on three things—ability, suitability and literary quality. If a student simply is not capable of understanding a particular oration, he should not be permitted to work with it. If an oration is the type which requires considerable movement, gesture, force, then care should be exercised in permitting a girl to choose that selection. Naturally, an oration of poor composition should not remain long in your files. In regard to humorous and dramatic declamations, if a person is incapable of achieving quick character differentiation, he should not attempt a reading involving more than one character. If a person cannot distinctly differentiate among more than two characters, he should not be permitted to choose a selection involving more than two characters. It is not suitable.

One does not display real humorous ability when he must resort to strained falsettos of voice and ridiculous bodily contortions which are obvious exaggerations of true character portrayal in given instances. Remember that 99.9 per cent of your proteges will never have stage careers, at least not as clowns. Only once in a long while will you discover a student who is a natural clown and who is so skillful as to be considered clever rather than ridiculous.

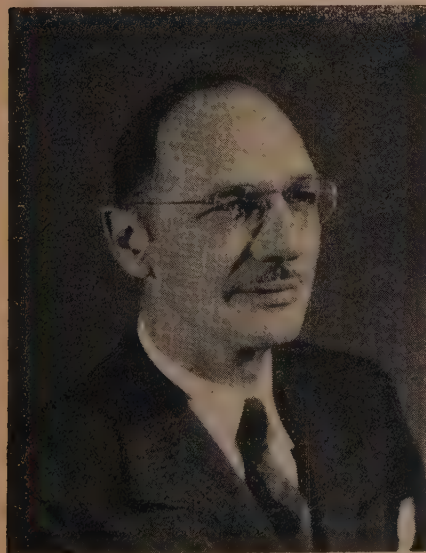
One word more in regard to the choosing of a selection. In humorous

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Special Feature Division

Presenting the University of Florida, Located in the
Fastest Growing State in the South

IN the heart of the land of balmy sea breezes and gently swaying palms is located the home of the "fighting gators" of the University of Florida. While the tropical warmth of Florida may not be a casual factor, nevertheless debating at the University of Florida has for many years been basking in the warmth of state approval. Debating is held in high regard by our students, the administration, and the citizens of the state. This was true over twenty years ago when most of the debating was intramural and each college in the University had its own literary society with annual competition held between the representatives of the various societies. At that time the intercollegiate debating program consisted of two triangular debates. However, soon thereafter the direction of debating was placed in the hands of the staff of the Department of Speech and the program immediately was enlarged. This enlarged forensic program was accompanied by a rather marked increase in the number of students who came out for the squad. While there was a decline in the forensic activity of the literary societies, there was a great increase of interest in speech



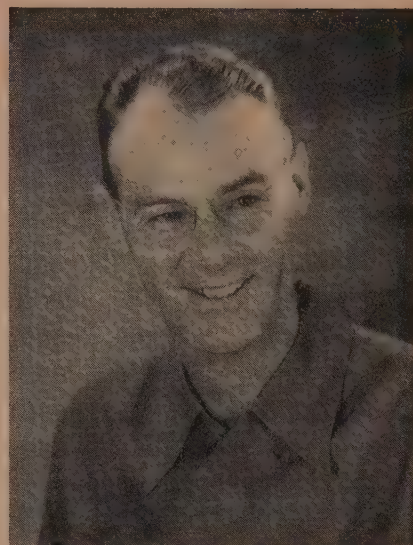
Dr. H. P. Constans,
Head, Department of Speech

courses and the debate program.

This rapid growth in interest in debating led to the formation of two squads—a freshman group and a varsity group, with competition set up on the two levels with neighboring collegiate institutions. The freshmen generally made a tour of the state colleges as well as a swing through the Southeast. The varsity competed with all colleges in the state which had teams, made a tour of the Southeast, a tour of the Northeast, another of the Midwest, and in alternate years of the Southwest. Every year we sent teams to the Southern Speech Association Tournament. It is evident that we had embarked upon an expensive forensic program and one that was continued on a large scale until the curtailment made necessary by World War II. Even then debating was one of the very few extra-curricular activities that continued on the campus.

The philosophy that underlies the debate program of the University of Florida can be summed up as follows: We believe that debating has genuine educational value when properly conducted. Our goal is to present the student with principles that we believe sound and that will stand him in good stead throughout his life. These tenets are that he shall work hard to acquire a complete knowledge of the debate proposition in so far as he is intellectually capable; that he shall discover for himself what the fundamental issues are; that he shall organize his material logically and intelligently around those issues; that he shall test his work in practice debate until he knows what will stand up under the close scrutiny of his colleagues and the members of the faculty; and finally that he shall learn to present his ideas in a clear, interesting, and persuasive manner. If this process is pursued with conviction, the student will have acquired a technique that will enable him to attack problems and carry through to a successful completion.

Since the founding of the Univer-



Dr. Wayne C. Eubank

sity of Florida, the forensic program has received strong support from the University Administration. Former President John J. Tigert was a college debater, and for many years a member-at-large of Tau Kappa Alpha. Our present President, Dr. J. Hillis Miller, was also a college debater, and at present is a Tau Kappa Alpha Council Member. Through the years the debating society has added many letters of commendation to its files from the University Administration. The administration's recognition of the importance of forensics is further evidenced in the caliber of the present coaching staff. The Director, Dr. Wayne C. Eubank, has the benefit of the counsel of Dr. Dallas C. Dickey, whose wisdom gleaned from many years of experience in the forensic field is constantly felt, and the direct assistance of three graduate students, Mr. Donald Nelson, Central Michigan College of Education, Mr. Glen Reddick, Colorado State College of Education, and Miss Sara Ann McBride, Linfield College, Oregon.

At present the forensic program at the University of Florida is made up of two parts—intramural and intercollegiate debating.

The intramural program, under the direction of the local chapter of Tau Kappa Alpha, is composed of two leagues, fraternity and independent. The intra-fraternity



Florida Union Building

council sponsors the fraternity league and a committee of independents sponsors the independent league. The winners of the leagues compete in the finals for the A. A. Hopkins Memorial Trophy. Some fifty to one hundred students take part in this program, participation being restricted to those who have not represented the University of Florida in intercollegiate competitive forensics. Thus, the intramural program affords a large number of students the opportunity of participating in debate with those their equal in experience and ability.

Regular intercollegiate competition comprises the other part of the general forensic program. For many years Florida has divided its intercollegiate debaters into two squads, University College and Varsity. Freshmen and sophomores comprise the University College squad and juniors and seniors the Varsity. This system has worked well, since there is much debating in the Southeast on a junior level. Many tournaments have junior divisions open only to students of the freshman and sophomore level. Certain members of the debate staff are assigned to the University College squad, a practice which has made for greater efficiency, particularly during the early training period. In actual practice members of the Uni-

versity College occasionally compete on the Varsity level.

Engaging in some twelve regional tournaments in 1947-48, the University of Florida squads traveled about twenty thousand miles—from West Point, New York, to Salt Lake City; from Austin, Texas, to Nashville, Tennessee. Short trips are made by automobile; longer trips by rail or air. Over the years varsity squads have maintained a percentage of about seventyfive in wins. The 1947-48 squad did much better, establishing an eighty-four percent average in the four major spring tournaments—South Atlantic, Southern, Grand National and West Point National. However, the coaching staff at Florida is more interested in developing real leadership than in winning debates. The staff insists upon thoroughness of preparation, a knowledge of and ability to employ sound debate principles, excellent speaking, and above all a high regard for the rights and opinions of fellow debaters.

In order to further excellence in speaking on campus, and in addition to these regular forensic activities, each year the University of Florida's Board of Control sponsors an oratorical contest open to all stu-

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Florida Backgrounds

First-time visitors to the campus of the University of Florida have often expressed delight at the beauty of the institution and the grounds that lie in the land of perennial summer. As the nation's ninth largest land grant college, the University is composed of ten colleges and two schools, of which two of the colleges, College of Pharmacy and the College of Architecture and Allied Arts, were recently raised from the status of schools.

At the present time, in the midst of a building program valued at approximately \$15,000,000, Florida has temporarily sacrificed some of its beauty for the sake of improvements. Located in Gainesville, the campus nevertheless remains dotted with tall pines, palms and oaks, and many varieties of shrubs and flowers.

The University was born in 1905, following amalgamation of a number of colleges into the new organization, and with the amalgamation, even though the University as theoretically more than 50 years old at the time, began a new era on a new site at Gainesville. Growth in enrollment figures have increased steadily since that time, reaching a pre-war high of 3,456 students in the 1939-40 school year, and then leaping up to the current all-time high of 10,141 students for the 1948-49 school year.

President of the University is Dr. J. Hillis Miller, former Associate Commissioner of Education for New York, who brought to the campus in October of 1947 a keen sense of educational values, a clear vision of future growth of the University, and a national reputation as an educator and administrator.

As for the educational program of

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1. A Faculty Speech Group
2. Members of the Squad
Read the Debate News
3. William Castagna
4. Debate Squad
5. Looking Over the
Season's Trophies
6. Gail Faircloth
7. Florida Coeds Between
Classes







dents. There are three divisions, the University College division, open to Freshmen and Sophomores, and the Junior and Senior division, each open to students of similar classification in the University. Awards are given the winner and runner-up in each division. Throughout the years members of the debate society have ranked high in this annual contest.

Not only is the forensic program at Florida centered in the debate society, a student body organization, but the entire debate program is financed by student funds. As a part of the general student self-government program, sixty cents of each student's fees goes to the debate society. In this way each student feels he has a direct share in the fortunes of his debate society. With this revenue, the society is able to carry on a very extensive forensic program.

For the first time in University of Florida history the debate society has a girls' debate squad. This is not strange, since the University of Florida was actually a men's school prior to last year. The women's squad will make its debut this spring, and it is hoped that they will soon merit the respect that is now enjoyed by the men's squad on campus and throughout the nation.

When the debate society calls its first meeting of the year about 100 men and women usually respond. Most of these debaters will remain at work for the entire season. There are no "try outs" for the squad. So long as a debater shows evidence of interest and proper preparation he is afforded an opportunity to practice debating in inter-squad competition. When he has developed sufficiently, he will be sent out to represent the University in tournament or dual debating.

Although the forensic program is carried on under the direction of the speech department, students who comprise the program are drawn

from all parts of the University. In fact the number of speech "majors" and "minors" is relatively small in comparison with students from other departments. The largest single group of students are those engaged in pre-law study. Seemingly the system has always afforded these potential lawyers the type of training that better fits them for their profession after completing law school. Without doubt, the sincerity and earnestness with which these students approach the study and practice of forensics gives the general program a certain distinct impetus.

That the forensic program of the University of Florida and the philosophy upon which it is based is sound is attested by the fact that over a period of years many former debaters who are now successful business and professional men have acknowledged publicly, as well as privately, the great part that their debate training has played in their success.

Among the former debaters who have attained distinction and are serving their communities and the state of Florida effectively are United States Senator Spensard Holland, Congressmen Charles E. Bennett and George Smathers; Dixie E. Beggs, immediate past president of the Florida Business Association; Judge William A. Herin; Selden F. Waldo, former national president of the Junior Chamber of Commerce; Dr. George J. Miller, Rhodes scholar and professor of law; and William A. McRae, law professor, Rhodes scholar and attorney-at-law.

From a director's viewpoint, the spirit of the Debate Society can be summed up in the words of Dr. Eubank speaking before the opening meeting of the society last fall. "Ladies and gentlemen, I like to touch shoulders with you,—men and women who seem to have the capacity to look beyond the intricacies of the day to a larger field which your efforts will ultimately unfold to you. I congratulate you on being a part of a society which has as its goal the development of the ability to analyze, to synthesize, to master communication; in short, to become leaders. When you leave us we hope that you will have become a part of that rare fuel that drives your nation forward. We will endeavor to see that you are hamper-

ed only by the limitations of your own capacities."

How well the society accomplishes its purpose may be judged by a portion of a letter received from one of our former debaters who, with his last year's colleague, is now studying law at Harvard. "I know you realize that with every new situation that we meet, Gerald and I appreciate more the expert preparation and training we received not only debating but in thinking and living with the Debate Society. In our yet premature contact with the legal world, we've found that the mental shears that pushed aside the unimportant issues now cut with equal facility through the dictum and mass of law."

UNIVERSITY OF FLORIDA BACKGROUND STORY

Continued from Page 24

the University of Florida, the beginning student faces two years of college work which is designed to offer opportunities for exploration, as well as an opportunity to begin specialization. Toward this end the University College was pioneered in 1935 to administer the work in freshman and sophomore years. All beginning students register in this college.

For those students who complete the University College and wish to continue work in special fields, the University has facilities for training in the aforementioned College of Pharmacy and College of Architecture and Allied Arts, as well as in the College of Agriculture, College of Arts and Sciences, School of Forestry, College of Business Administration, College of Education, College of Engineering, College of Law, College of Physical Education, Health and Athletics, and the Graduate School.

Receiving nationwide commendation from American industry, as well as the Army and Navy, has been the University's research facilities in both engineering and agriculture. Along this line is the Florida radio station WRUF-FM, one of the leading educational stations in the nation. WRUF plays an important role in the training of students who wish to follow this medium in careers.

Other kinds of training, not direct-

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1. College of Agriculture
3. University Cafeteria,
with Florida Union in
background.
3. Tall Pines along
Stadium Drive
4. College of Engineering
(left), Peabody Hall
(right)
5. College of Law

College Handbook Division

Edited by E. R. Nichols

THE 1948-1949 SUBJECTS

The National Subject: Resolved, that the federal government should adopt a policy of equalizing educational opportunity in tax supported schools by means of annual grants.

National Discussion Subject: How can civil liberties be guaranteed to all those living in the United States?

West Point Subject: Resolved, that the federal government should adopt a system of pre-paid medical insurance.

AN attitude of uneasiness seems to pervade the college debate world with regard to its annual question. There is some fear that Congress will reach our subject in dealing with its agenda before our final tournaments have rung down the curtain upon the debate season.

The uneasiness is seen in the disposition of cautious tournament directors to hedge and prepare ways out if the Educational Aid bill actually passes. The West Point Tournament officials are holding a referendum as we write to select another question for their meet. The four under consideration are Planned Economy, Pre-Payment of Federal Health Insurance or Medical Aid, Federal Ownership and Control of the Sources of Energy, and Federal Control of Mineral Resources as the fourth proposition.

Many, no doubt, agree with West Point that perhaps their tournament would be a better test of real debate ability if the teams going there did not have a season's debating behind them, but had to begin over again on a new subject. At least, the idea is to get a tryout this year.

Prof. R. D. Mahaffey is carrying two subjects this year at the annual Linfield Tournament Feb. 25-26 week-end—the National subject and the Western subject. In case anything happens to the National subject he can easily switch. Also the carrying of the Western subject helps those institutions who find it a hardship to change to a second subject.

There was a discussion at the Washington convention in at least two different meetings of having the National Committee on the Question select two subjects. The majority favored this idea, but the discussion developed that there were several debating institutions

that could not get ready on two subjects. There was a proposition suggested that second semester tournaments do exactly what Prof. Mahaffey is doing—carry two subjects. That would satisfy both types of schools—those that want a subject each semester and those that want an annual subject and feel that they cannot change.

The move on the part of West Point to select a new subject if continued will give two subjects to several colleges, and will have a tendency to strengthen the two subject move in all probability—that is, in case it proves successful. For some colleges the West Point move means that three subjects must be prepared and debated.

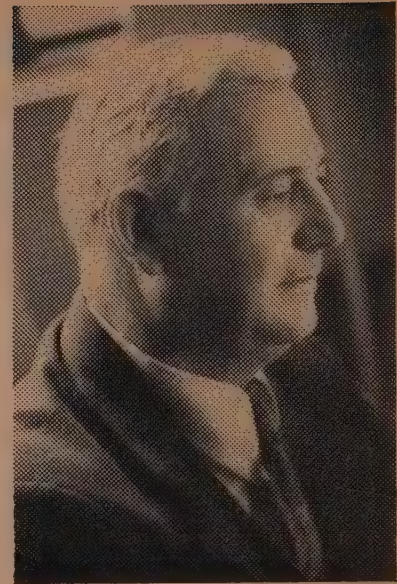
National Committee Holds Discussion

There was a long discussion at the Washington Convention about the situation in which the National Committee on Selection of the Debate Proposition finds itself.

First, the committee would like to have an actual meeting along in the spring each year, so that not all its work need to be done by correspondence. There is no fund to defray the expense of such a meeting, however.

Second, the Committee thinks it could function as well or better if its numbers were reduced one-half—that is to one from each interested organization instead of two.

Third, the problem of when to solicit questions, when to refer them to a vote, etc., arose. There was a discussion over whether the committee should decide or use the vote method. Because of the selection of this year, and the committee's disappointment in it, some thought there should be some kind of change, but selecting without a vote did not meet with any enthusiastic support except from a few



E. R. Nichols
University of Redlands

individuals attending the meeting. It was thought that an earlier selection might be made if some changes were made.

Fourth. It seemed to be the consensus of opinion that an earlier announcement of the college question would be desirable. The idea of having two subjects and announcing them at different times was also discussed.

It was suggested that the new move to organize a Speech Activities Directors Association might prove the answer to the financial problem and also to definite authority in the form of an organization to back up the Committee or to authorize it to make changes. Certainly such a body would be closest to the Committee's problems, the group most affected by its decisions, and the group most logical in coming to its support. Should the honor societies all concur in forming the directors association, and as they are the organizations now most interested in the work of the committee, and the only organizations behind it (except for the nominal connection of the Speech Association of America), it looks as if a new alignment might be in the offing.

Certainly many things could be done by a directors' association

which no one has the authority to do today, that ought to be done, and that would improve debate and other contest conditions throughout the country. For instance, we could have an annual rule book, as they do in basketball and football, which could apply to debate and also to other contests sanctioned or carried on by the association. Also there could be some attention paid to a standardization of debate ethics as well as rules of procedure. Also something could be done to improve the judging situation. These things alone would certainly justify a coaches' organization. That it should be broader than debate and include discussion, oratory, extempore speaking and other speech contests is an axiomatic remark. That it might be able to do something through district organization to straighten out the tournament chaos is also a hope. That it would bring more debate coaches to the annual meeting of the Speech Association of America is another hope. It probably would if its own annual meeting were set just before, or just after, the annual meeting of the Speech Association. It is the editor's opinion that such an organization should have a secondary division also.

At least we as a speech group have some good things to look forward to and to work for. One that this magazine hopes to see come is more diversity of contests to provide for more variety of speech training. At the Washington meeting one of the editor's brainstorms came up for mention and some approval.

A New Contest

Hearken—It seems that at Northwestern University not long ago—a combination of discussion and debate was put on and was favorably received by all participants. The editor, not knowing about this, thought he had a new type of contest to spring, and had already been planning on giving it a trial at one of his own tournaments.

Actually it is this: Take the discussion subject and hold two rounds of discussion—the first to open up the issues in the subject; the second, to phrase the issues into a debate proposition, or rather to phrase a proposition that will

cover them or involve them. Then to take a period of several hours or a day for study and reading and organization, then put each discussion panel of say six members each to holding one member team debates. After these three rounds of debate inside the panel itself, a group could be chosen to carry on for several more rounds. Thus champions, or rated groups such as Superior, Excellent and Good could be chosen on performance.

Such a contest would require rather able debaters. It would be something to aspire to or qualify for after experience in discussion and other types of debate. It would be a grand contest for gifted students. It would furnish a new kind of training, as the one-man debate team could be Oregon style or something new to the average debater. It would certainly vary the picture, and give variety to speech training. A national contest of this type in which a few men were chosen to represent such districts as those used in the West Point meet would really be something. Combined with a National Oratorical contest and a National Extemporaneous Speaking Contest, we certainly would afford some training to the really gifted college speakers that would be significant. The type of leadership such a move would develop would, to say the least, be most worth while. Why couldn't a National Coaches' Association bring us something like this? It could, if we can catch the vision. It isn't that we want a lot more tournaments or contests—heaven knows we have enough now. What we want is better ones—more significant ones—contests designed to bring about a higher stage of student speaker development. What we really need in a democracy is to develop superior leadership. Is there any better way than to give the gifted students superior opportunities? Such a program need not interfere with the things we have now. It could be a valuable supplement, if we used judgment and common sense in harmonizing our situation.

Action Taken

At the meeting of the honorary societies at Washington, D.C. (see minutes on another page of this magazine), it was voted to present

the idea of a Coaches' Association to the National Conventions of all the Honor Societies this spring. The promoters of the idea could suggest their plan, then re-write it in the light of the suggestions received, and bring it up next winter at the convention of the Speech Association of America at Chicago before a special meeting called perhaps a day before the main convention. Thus a definite plan of action is suggested. This plan has the approval of the early movers of the idea for a Coaches' Association. It now remains for us to get our shoulders to the wheel.

In addition to that certain nervousness about the National Debate Subject because it is scheduled to pass Congress, lie some other considerations that are not too happy. The **Sneak Lead** has appeared again in this subject. What is the Sneak Lead? That is a designation that Professor Baccus and I used in our book, **Modern Debating**, to describe that negative surprise tactic of accepting everything the Affirmative says and going a step further in the demands and making a point of it to show that the Negative idea is better than the Affirmative. It is combating such a thing as an income tax with a graduated income tax as the Negative plan. It was in that debate that I met it first many years ago.

In the Education debate the Negative says the Affirmative is just puttering around with small annual grants. What the Negative proposes is to take over the educational system and give it to the federal government. Such a counter plan, in addition to being a surprise to the Affirmative, enables the Negative to avoid the stock arguments of the Negative and build up a constructive case that the Affirmative may not be prepared for. The debate becomes a contest between two plans of action and the Negative has a good chance to make its plan look superior.

This line of attack is, of course, legitimate, whether it is good judgment or not. Some judges have thrown it out bodily as illegitimate and refused to give it any credit. Others have laughed at it as a rather clever Negative stunt and given it a decision. It is questionable whether any judge has a right

to rule on tactics. The main trouble in debate is there are no authentic rules as to what is or is not "out of bounds." There has been a tendency of late for coaches to get a bit arbitrary and out of hand in Negative tactics anyway. Several have urged that the only Negative duty there is consists in meeting the affirmative arguments usually by refutation. For them the Negative has no constructive duties, and is not required to stand for anything—not even the **status quo**. That such a position is logically untenable makes no difference. It is enough if they say the Negative has no such duty—they are coaches and they know what is what. Also there has been a tendency for very positive young debaters to urge such a position in actual debate. If the judge lets them get away with it, they immediately conclude that the decision proves everything. They are no longer obligated as a Negative to do anything in a debate but refute the contentions of the Affirmative.

Not all doubtful debating takes place on the Negative. Some affirmatives insist on being piously hazy. They will not be pinned down to anything. They will actually insist on winning on what now exists rather than put up a new system or policy or government action. This tendency was observed in the Planned Economy debate. The system of planned economy suggested never goes beyond what is actually present practice. This of course is winning on glibness and false pretenses, and some affirmatives are adept at this sort of thing. It is usually they who make the tricky Negatives.

A few coaches still hold to the old idea that debating both sides makes teams dishonest and tricky, and not the inward tendency in the individual as individuals to become dishonest to get decisions. In the twenties we had a big furore against decisions because some coaches and debaters had no integrity of character; were wont to be tricky and dishonest on the platform.

We are naturally wondering if a Coaches' Association couldn't do something to improve these things. A definite authority to make rules and enforce them could be salutary

in debate as well as in athletics.

To go back to the Education debate and the new Sneak Lead. What could be done about it by the debaters? Well, the affirmative could assume an enlargement of its burden and take over the idea of federal control of education themselves, thus beating the Negative to it. This would render the Negative counter-plan rather ridiculous, as they would be in a position of agreeing with the Affirmative, and the minimum Negative duty is to oppose and answer the Affirmative, not to agree with them. This tactic has to be advanced in the first speech, however, or it does not stop the Negative, and merely results in a wrangle over who is entitled to material available, despite its unsatisfactory appeal to some debaters, that this debate cannot be waged on the up and up without that **federal control ground** in the debate.

It does seem too bad, with all the tricks and wrangling and questionable smart stuff. Probably some of this trouble arises because the debaters know their coach will not hear them, as he is off judging someone else's teams in a tournament. It is here perhaps that one of the most serious weaknesses of tournament debating occurs. It can only be counteracted by mixing in some de-

bates where the coach can hear his own team.

There is one other thing that the editor feels disposed to take a crack at, and that is the idea that teams should be criticised by their judges in practice tournaments. The practice inevitably leads to a debate with the judge, and sometimes a hot disagreement and sometimes hard feelings. Some debaters take suggestions with difficulty from their own coaches, let alone from a judge. Some of them get impudent and unreasonable. Personally I would rather do my own coaching than depend on judges to do it. Maybe that is egotistical, but at least I am sure of consistency. This is what I mean!

One judge told one of my teams in criticism: "You fellows use no authorities, no quotations. I can't take your word for it, nor your reasoning." The boys changed in the next debate and loaded down with quotations. The second judge remarked: "I got sick and tired of all that authority and quotation stuff. Why don't you fellows do your own reasoning?" So you are damned if you do, and damned if you don't. Heeding judges' comment is likely to put the debater where the dog put the owl, in the prairie dog hole. The owl twisted his head off trying to follow the dog as he circled round the hole. Nuf sed.

West Point Letter

Gentlemen:

Please accept this as our announcement of the Third National Invitational Debate Tournament sponsored by the West Point Debate Council. The dates of this competition will be April 21-23, 1948.

The purpose of our tournament is to bring outstanding debate teams from the entire nation together. To administer the tournament we have divided the United States into eight districts, to each of which we have assigned a specific number of teams to represent the district at West Point. Our apportionment of teams is based on student population, regional interest in debate, and number of states in each district. Thirty-four teams, including last year's finalist, North Texas State Teach-

er's College and West Point will participate in the tournament. While we have chosen to call our tournament a "national" tournament because we have such a geographically diverse representation, we also refer to it as an "invitational" tournament because in the final analysis a team's participation is by invitation.

District Committees

The nominating committee within each district is composed of seven men chosen by us for their outstanding ability as directors of debate and leaders in the cultural field of speech. Since we have but a limited familiarity with established tournaments and general conditions obtaining in the eight districts, we depend upon the dis-

district committees to establish the criteria for selecting representative teams from their districts and to select our participants. Within some districts tournaments are held to determine which teams will come to West Point; in others, committeemen must study team records to establish their choices. The chairman of your district committee is available to furnish you further advice and information. In addition he correlates the work of his committee and with the other seven district chairmen serves as a member of the tournament's Executive Committee; to this committee are referred all questions of a major policy nature for final advice and decision.

General Limits on Eligibility

Undergraduate members of debating organizations in any all-male or co-educational senior college or teacher's college are eligible for participation. Women's schools are not eligible. Note that this does not act as a bar to feminine participants. No school may send more than one team.

Tournament Procedure

All teams will debate at least eight rounds, alternating affirmative and negative sides of the question. At the end of these eight rounds four teams will be selected: first, on the basis of wins and losses, and second on the basis of points awarded them by the judges. These four teams will compete in the sem-final and final competitions.

Judges

Teams must be accompanied by their director or a qualified debate instructor. The accompanying directors will serve as debate judges. We hope to have three qualified judges for each debate and must depend upon plans under way to materialize this objective.

Audience

At least four rounds of the tournament debates will be held before cadet classes in the Department of English. General attendance will be depended upon in later rounds.

Expenses

Each team must bear its own transportation costs.

The West Point Debate Council, which depends upon cadet's membership dues, will bear the expenses of the tournament. No appropriated

or other government funds are available for this purpose.

Lodging and meals of teams and their coaches will be provided by the WPDC from noon, Thursday, 21 April, through Saturday evening, 23 April. A buffet luncheon (\$1.75 assessment per person) for all teams and their coaches will be arranged.

No entrance fee will be required.

Your Action

If you are interested in being considered for this tournament write your district chairman **immediately** for further information as to what selection procedures will be followed in your district. You are also invited to forward suggestions which you feel would aid your committee or those of us at West Point who are working to make this tournament a success.

Good luck to you in this year's debating season. We'll be looking forward to meeting you in April.

Cordially yours,

JARED B. SCHOPPER

Chairman, West Point Tournament
Co. D-1 U.S.C.C.

West Point Committees on Selection of Teams

District I—Four to be chosen—California, Utah, Arizona, Nevada
Egbert Ray Nichols, University of Redlands, Chr., 814 Campus Ave., Redlands, Calif.

W. Arthur Cable, University of Arizona

Dr. Alan Nichols, University of Southern California

Emmet Long, Pepperdine College

Charles Guss, College of Pacific

George B. Adamson, University of Utah

John W. Ackley, San Diego State College

Benj. D. Scott, Pomona College.

District II—Three to be chosen—Oregon, Washington, Idaho, Montana, Wyoming

Paul X. Knoll, Oregon State College, Chr., 124 No. 30th, Corvallis, Oregon

Wm. H. Veatch, Washington State College

Ralph Y. McGinnis, Montana State University

A. E. Whitehead, University of Idaho

R. D. Mahaffey, Linfield College

E. Ray Nichols, Jr., University of Oregon

Charles T. Battin, College of Puget Sound

District III—Four to be chosen—New Mexico, Texas, Arkansas, Louisiana

Edgar Otto Wood, 117 Fairmont, Pineville, La., Louisiana College

Glenn R. Capp, Baylor University

Tom A. Huston, Southeastern State College (Oklahoma)

Waldo Braden, Louisiana State University

D. J. Nabors, East Central State College (Oklahoma)

Rex P. Kyker, Abilene Christian College (Texas)

O. F. White, Arkansas State Teachers College

District IV—four teams to be chosen—Colorado, North Dakota, South Dakota, Minnesota, Iowa, Nebraska, Kansas, Missouri, Wisconsin

Roy C. Nelson, Colorado State College, Chr., Ft. Collins, Colorado.

Richard Krueger, College of St. Thomas (St. Paul, Minn.)

P. J. Harkness, Northern State Teachers College (Aberdeen, So. Dak.)

J. W. Randolph, Westminster College, Fulton, Mo.

Gale L. Richards, Drake University
Harold Ahrends, Nebraska State Teachers College, Kearney

District V—Five teams to select—Ohio, Michigan, Illinois, Indiana
P. E. Lull, Purdue University, Lafayette, Ind., Chr.

J. G. Drushal, College of Wooster
Harold F. Harding, Ohio State University

A. Westley Rowland, Alma College
C. L. Nystrom, Wheaton College
William Birenbaum, University of Chicago

Leonard Sommer, University of Notre Dame

District VI—Four teams to be chosen—Mississippi, Florida, Alabama, Georgia, South Carolina, North Carolina, Tennessee, Kentucky

Paul D. Brandes, University of Mississippi, University, Miss., Chr.

Mrs. John H. Melzer, Georgetown College

M. G. Christopherson, University of South Carolina

Miss Annabel Dunham, University of Alabama

Wayne C. Eubank, University of Florida

Albert Keiser, Lenoir Rhyne College
Batsell Barrett Baxter, David Lipscomb College

District VII—Four teams to be chosen

Turn to Page 33

The High School Debate Handbook

EDITED BY PROF. HUGO E. HELLMAN, MARQUETTE UNIVERSITY

WHAT WILL IT BE NEXT YEAR?

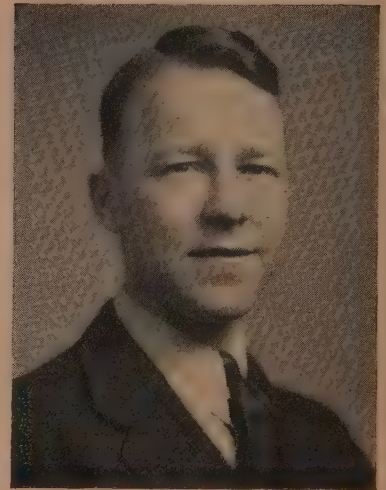
Now is the time to be thinking about next year's high school debate question, and very shortly it will be your time to get in your "nickel's worth" to help in the selection of the subject. Perennially coaches complain about the choice of the topic, and if the choice is bad it is always because not enough people in enough places gave mature thought and consideration to the selection of the topic. Most of us get a post card sometime in the spring on which topics are listed and from which we are asked to indicate our selection. These queries usually arrive when the past debate season is dead, gone, and out of mind and the coming debate season is a nebulous thing far off in the distant fall. Our minds are not on debate at the time and what with spring in the air we cannot be brought to give much serious thought to the problem. We will get better questions and better debating if we give more thought to this selection and it is in the direction of bringing this about that this article is written.

At the meeting in Washington of the N.U.E.A. Committee many possible areas of argument were suggested for next year's debate question, and after much discussion and careful consideration three possible topics were selected. They are American-Canadian Union, Reform or abolishment of the electoral college, and Federal Aid to Higher Education. Let us spend some time this spring considering the merits of each of these as possible debate questions, and to start the ball rolling let me submit here a few of the more elementary considerations on each of the propositions just to initiate some thinking.

American-Canadian Union has been debated before, at least once within my memory, on the college level. It was a good question as I recall participating in the debates. It has the advantage of being close to home in its interest and the additional advantage of directing research study and discussion into an area about which too little thinking is done. The criticism is often made

in these times of "one world thinking" that we are inclined to forget our neighbors. This would make a proposition dealing with the American-Canadian Union a timely one in one sense, but in another sense the proposition would be definitely untimely. In a maze of proposed unions now in the new ranging all the way from Federal World Government to European Union and union of this hemisphere, the least mentioned is the one embodied in the proposition. I believe it might fairly be said that in the face of a "cold war" and in the face of an existing United Nations on a world wide level with proposals for strengthening that organization into a World Government, the proposal is not too realistic. This might be particularly true for high school debaters who have just finished a season debating Federal World Government. Another disadvantage in debating American-Canadian Union is one that grows out of the approach and attitude of the debaters on the problem as I recall them in the days when the proposal was debated in the past. The problem is approached with typical American "brashness" on the assumption that the only interests in the matter are American interests and the net result is very often something of a strain on American-Canadian relations. The debater sounds like a conceited young man debating whether or not he should lead a certain young lady to the altar without bothering to consult the young lady.

It is certainly possible that a well-worded proposition on the Electoral College would make a fine debate proposition and lead to some good and profitable debates. Educationally the proposition would be good because it would lead to study and research on our American Government. Since this government is an evolving democracy and since it can evolve into something better only if we study it this study would aid in our moving in that direction. Most political scientists are agreed that the Electoral College is a kind of "vestigial element" and should be abolished. There is no



Hugo E. Hellman

better way of achieving a reform of this type than having the leaders in our high school population debating and discussing the problem. The disadvantage of a proposition on the electoral college would be the old one which develops in debating with propositions of this type. It is a proposition on which the affirmative could undoubtedly present ample evidence to show that the affirmative could undoubtedly present ample evidence to show that the theory for abolishment is good, but practically there is a tremendous amount of inertia in the way of any action. The net result is that at the end of it all there has been a great deal of talk about what ought to be done, but no demonstration of the possibility of achieving anything in a practical way. As a final observation on the electoral college I would be of the opinion that it might be lacking in the depth and range required for a proposition subject to the intense activity given to it in these days of intense debate activity. I fear that in the 15th or 20th debate on this subject many high school debaters would feel that they were "beating an empty sack."

Like the other two topics Federal Aid to Higher Education offers certain advantages and disadvantages. The first advantage lies in the fact that it turns our attention from the

International scene to a domestic one. It is probable that in alternate years at least we should consider problems close to home and turn our attention to "getting our own house in order." A proposition on this topic would also be timely. Every day we read that in addition to the general crisis in Education on all levels there is a special crisis in higher education brought on by increased enrollments and increased costs with the simultaneous decrease in the available endowment and income for higher education. Another advantage of this topic lies in the fact that high school students, particularly debaters, are concerned about higher education because for most of them it is one of their problems. During the past season the colleges debated Federal Aid to Education generally, with emphasis on the grade schools and high schools. It proved to be a good question and in a way a surprising one from the standpoint of the interest of lay audiences in debates on the topic. From an educational standpoint the topic would also be a good one in that it would focus both student and public attention on a problem likely to be ignored in the welter of world events.

In my opinion there are two disadvantages in debating Federal Aid to Higher Education. The first of these is that the crisis in higher education, which would be the basis for the affirmative need, might be tending to disappear in the near future. This observation is made on the basis of some statistics in the news this week. According to a study just completed the drop in college enrollments is going to be much greater than anticipated and to accelerate this tendency there is a rapidly decreasing demand for college trained people, particularly in certain professions, with a corresponding increase in the demand in the semi-skilled and skilled trades.

The problem of framing a proposition on any topic is the central one, and this is particularly true on the topic of Federal Aid to Higher Education. It is particularly true here because so much private higher education—is non-tax-supported. I believe that at the last count at least 60% of the college and university education in this country was provided by private in-

stitutions. Most of these private institutions are denominational in character, and this immediately raises the "specter" of the "separation of church and state" argument. In view of the fact that even our supreme courts get into a horrible muddle when it becomes involved in this argument, it should debaters.

Not to be inflicted on our high school Obviously there are many other things that could be said both pro and con on these topics. It is my considered judgment that a thoroughly satisfactory debate proposition could be framed upon any one of them. It is probable, however, that one or the other will make the best proposition and make for the best debating. Which one that is is for you to decide only by careful thought and consideration. Now is the time to give it.

HOW TO TEACH DECLAMATION

Continued from Page 20

and dramatic declamation a student's ability to portray several different roles should naturally be exploited. Do not limit such a student to a reading involving a single character. Don't hide his talent under a bushel.

The first stark realistic fact that we as coaches must recognize and that declaimers must face early in their efforts is this: no humorous selection is in and of itself, funny. No dramatic selection is, in and of itself, a winner. No oration is, in and of itself, perfect. How many times have we as coaches been faced by an unsuccessful contestant who cries, "My selection isn't funny!" It was my custom to tell such contestants that their readings will only be as humorous as they make them.

Cutting Selections

You are called on frequently, no doubt, to cut plays and stories in dramatic and humorous declamation. This cutting job is merely the matter of experience. The first attempt will seem to be an endless and tedious task, but it will come easier as you practice it. There are two primary rules which must be followed in cutting plays and stories. First, the reading produced must still be a complete episode, or, second, smooth transition from epi-

side to episode must be accomplished through common plot-ties acquired through skillful transitional narrative. In brief, the heading must be a complete story.

Forget About Winning

My final admonition is that you train your students who are participating in contest work to ignore their emotional reactions created by the desire to win. They must forget winning and concentrate on convincing or persuading or actuating the audience to believe or act. They must concentrate on amusing the audience or making them laugh or chuckle. They must concentrate on making their audience cry or feel, emotionally, what the character in a dramatic selection feels, emotionally. Only by keeping these purposes foremost in their minds can they hope to eliminate disaster through worrying about winning.

WEST POINT LETTER

Continued from Page 31

sen — Virginia, West Virginia, Maryland, Delaware, District of Columbia, Pennsylvania, New Jersey

David Potter, Rutgers University, New Brunswick, N. J., Chr.

H. H. Perritt, University of Virginia
James Perrott, Loyola College
Edwin Stevens, George Washington University

Commander W. H. Evans, U. S. Naval Academy

Gordon Hostettler, Temple University

Joseph O'Brien, Pennsylvania State College

District VIII—Four teams to be chosen—New York, Connecticut, Vermont, Maine, Massachusetts, Rhode Island, New Hampshire

John Crawford, Wesleyan University, Middletown, Conn., Chr.

Robert B. Huber, University of Vermont

Wofford Gardner, University of Maine

Jerome Kovalcik, Champlain College

Robert Marsh, Massachusetts Institute of Technology

John Neale, Dartmouth College

Orvin Larson, Brooklyn College

Ordean G. Ness, Syracuse University

Editorial Comment

REGIONAL ORGANIZATION

One of the things that college debating needs—and it needs many things—is a National Organization with authority. Much of our confusion and chaos arises from the irresponsible organization of debate seasons. The tournament, like Topsy, just grewed. Anyone can hold one. Any section can have too many. Any squad can indulge in too many tournaments as well as in too many events per speaker in any given tournament. We have all had a more or less mild disgust at the spectacle of contestants running around trying to persuade tournament officials to let them juggle their way into two events proceeding at the same hour. "If you will only let me speak first in this and last in the other, I can make it." Permission is hailed with profuse thanks and shrieks of joy, and refusal with frowns and grouching. In some people's concepts rules are made to be broken for their accommodation. There is no sanctity in a rule—except when it applies to the other fellow.

If, for instance, the West Point eight divisions of the country were adopted generally, and there were a committee—a steering committee—created for each district, at least a semblance of general direction could gradually emerge and possibly order and some needed restraint might arrive to stem the tide of criticism that debate is meeting in some quarters. It is not that debate is bad, but that bad judgment is sometimes practiced in its name. Our critics are condemnatory, not discriminating. We all know that people are prone to jump at conclusions—and many times without knowledge of the facts. Why lay ourselves open to such hostility?

We do think that a regional Council or Committee would help. It could be a part of the National Coaches' organization. Or, it could arise as it has in some sections in a sort of annual meeting that plans the schedule and makes rules. There is such a system in California, and the West Coast has a coordinator who is an officer of the Western Association of Teachers of Speech.

The Honor Societies could each appoint a man to confer with the other appointees to form such a committee. The Honor Societies have shown an excellent spirit of cooperation in tournaments, but they have been a bit hesitant to take general leadership. Each backing the other, they could. Perhaps best of all would be cooperation of the Honor Societies in a National Coaches' Association where authority would be unquestioned, and if exercised with judgment, vision, and democratic restraint, would be the very thing speech activities need.

ARE ETHICS IMPORTANT?

Student debaters sometimes get so sure of themselves that they get completely out of hand. They can tell any judge off. Recently at one tournament where the judges were supposed to criticize, since the tournament was supposed to be a practice affair, the debaters demanded to see the judge's notes and chart of the debate, so they could tell him where he was wrong and how he should judge. Those students did not stop to reflect that they were undermining the whole system of contest debating or were lacking in courtesy and sportmanship. It is just this attitude of caring so much about winning that is ruining a good activity. Once a very fine man in this country said, "I would rather be right than President." Along with all the skill in controversy our activities can furnish, why not stress character a bit, and good old common honesty?

These debaters who were so anxious to tell off the judge that they had to do it in a post debate failed to realize that their opponents had feelings in the matter and were due the common courtesy of consideration.

THE PROFESSIONAL SPIRIT

Either it exists or it doesn't—this professional spirit. There are teachers who love their work so much that no opportunity of self-improvement, no opportunity of learning or counseling with others in the same field of learning is ever neglected. Such teachers are always

at conventions and teachers' gatherings. They work hard on papers, they listen equally as hard to other people's papers. They have friends. They make sacrifices to get to professional meetings; they even sometimes slight and neglect their own families who have first claim upon them because teachers' conventions always come in vacations and holidays like Thanksgiving, Christmas, New Year's and Easter recess. These persons spend their money. They travel on Christmas Day and New Year's Day. Sometimes their institutions notice this devotion to duty; sometimes they contribute financially, but for the most part this professional spirit goes unnoticed and unrewarded. Like many other things in teaching, it is taken for granted. The teachers who do not possess such a spirit often fare as well. It makes one wonder sometimes if there is any justice in this world—perhaps there isn't any for teachers—professional teachers. Their very professional devotion makes them submissive and lacking in demands, unobtrusive and self-sacrificing. Occasionally there is a student who understands, remembers, and pays tribute and life-long thanks. That goes a long way—it has too, because it doesn't occur often. Even most students take things for granted—they are just part of the public. The only recompense for the professional teachers is the peace of mind and satisfaction he has within his own heart and soul. He does have a sense of belonging, and of duty done, responsibility met. If it were not for the professional spirit, American education would be in a much sorrier plight.

AND SO WE CHANGE OUR NAME, BUT NOT OUR PURPOSE

What's in a name? Many things, no doubt. As for us, we are changing ours in the interest of greater exactitude. From the beginning this magazine has been more, has stood for more than its title implies. Because it has been broader in its interests and its purposes, it has seemed right to us and proper that we adjust the masthead to reflect or indicate the cargo. Truly our purpose has not changed, it

has merely intensified. Our interest is in the Speech Activities of which debate is a major one but not the only one. The others are also important. To the persons who know our magazine, the change of name will not mean a great deal, and will probably seem unimportant. To those who do not know what we have been doing and what we stand for, possibly our new name, Speech Activities, will indicate more clearly what may be expected of us. The new name also gives more point to our departmental organization, and also indicates our close connection to the Speech world. The new name also facilitates our broadening of our scope of interests without seeming to transgress beyond our field. Such an expansion, we think is not only healthy but inevitable, and just another sign of growth, development, and vision of usefulness.

A WORD ABOUT OUR COVER PAGE

How do you like our cover? We think it is fine. We are indebted to the University of Florida for it. In taking the Specimen pages of this issue, they decided to depart from black and white and give us something a bit more unusual to look at and to remember them by. For this helpful consideration, much thanks. We are sure we speak for you—each and every one of you—as well as for ourselves. All hail palm and palmetto, magnolia and pine, everglades and glistening beaches! All hail, Florida!

Plans are in the making for Bradley University of Illinois to take the Specimen pages and Cover for the June 1 issue—the one which reports the conventions and the seasons' tournaments and casts an eye ahead to the coming academic year. Bradley University steps into the limelight as the institution which rescued Pi Kappa Delta's 1949 convention, one of the crowning events of the forensic year.

The National Committee on Debate Materials of the NUEA has considerable excellent material on this year's debate subject left which our high school readers might be glad to know about. The Cooperative Purchase Plan was announced on page 60 of the regular NUEA Handbook, Vol. 1. Mr. Robert H. Schacht of the Wisconsin NUEA, 1327

University Ave., Madison 6, Wisconsin, is in charge of the sales of this NUEA material and will be glad to fill orders from libraries, coaches or individual debaters.

THE WEST POINT TOURNAMENT AGAIN

Contributed by the Editor

A considerable portion of the meeting of the honorary societies at the Washington Convention was given over to a consideration of the West Point Tournament. Lt. Col. Chester L. Johnson, the Officer in charge of Debate at West Point, was present and explained the aims and plans of the Nation-wide tournament very ably.

Although the group assembled did not openly endorse the West Point Tournament, the undercurrent of sentiment in favor of the West Point venture was marked. There seemed to be a disposition to cooperate in every way and to see to it that there was no real opposition to such a national meet. (See minutes of the meeting on another page.)

Col. Johnson proposed several changes in the West Point plans and sounded out the gathering on (1) a change of Debate subject. (2) A change in the system of rounds from five preliminary to eight, and from four final rounds to two. (3) He accepted the suggestion to get debates before classes. (4) He refused to do any of the selecting of teams to be invited. (4) He announced the creation of an eighth district, and of the plan to have seven on each district committee of selection. (5) He mentioned his hope that more coaches might be invited to help judge who did not have teams in the tournament.

How much of this has been adopted may be seen by perusing the West Point letter below.

The West Point Debate Subject

The subject chosen for the West Point Meet April 21-23 is: Resolved, that the federal government should adopt a system of prepaid medical insurance.

The method of choosing was to submit four suggested propositions to the chairmen of each of the districts for a vote. There were four propositions. In addition to the winner—Planned Economy, Government Ownership and Control of Energy,

Government Ownership and Control of Minerals. The struggle was really between Planned Economy and Prepaid Medical Insurance.

Experienced debaters and coaches will recognize the subject selected as our old friend of high school struggles in 1946—Compulsory Medical Service. It is back in Congress again just about where it was left after Senators Taft and Murray had their committee tiff over it at the last hearings.

A good reason may exist for choosing a special subject besides the chance that Congress may pass the Education Aid bill—and that is that no one will have a season's experience on it in preparation for the West Point meet. Preparation must all be made from now on, and this practically counts as a second subject or second semester for many. It becomes a third and even a fourth subject for those colleges in the West which debated the Western subject, the National subject, the high school subject, and now will prepare on Prepaid Medicine.

NEWS NOTES AND PERSONALS

The Intercollegiate Debate and Discussion Committee held an open meeting at Washington D.C., to discuss the procedure in selecting the college debate and discussion subjects and to discuss the changes in procedure to facilitate the work of the Committee. A large and responsive group attended the meeting and joined in the discussion.

The National Convention debate section was arranged by Prof. A. Craig Baird of the University of Iowa, who presided. Papers were presented by Wilbur E. Moore, Central Michigan College of Education, editor of the Forensic of Pi Kappa Delta; Clair R. Henderleider, Western Reserve University; William S. Howell, University of Minnesota; H. P. Constans, University of Florida; and John V. Neale, Dartmouth College.

The December issue of the Quarterly Journal of Speech carries an article on American and British Debating by the 1947-48 British team which visited our country and carried on an extensive debate tour. They were Anthony Wedgewood Benn, Sir Edward Boyle, and Kenneth Harris.

With the Forensic Honor Societies

The Washington Interhonor Society Meeting

Minutes of a Meeting of Speech Honoraries

The meeting was held in the Tau Kappa Alpha suite, Room 602 of the Statler Hotel, Washington, D. C.

Professor E. C. Buehler, University of Kansas, called the meeting to order. Ralph C. Lawson, Purdue University was appointed secretary.

Professor Buehler thanked TKA for the use of their room and asked Professor E. R. Nichols of Redlands, California, who initiated the meeting, to give some background to the group. Professor Nichols stated that there was a discussion at Salt Lake City concerning the feasibility of some national organization of college forensic people. It was thought advisable at that time to have members of the Speech Honoraries meet and discuss their common problems. Professor Nichols said he thought there would be profit in more cooperation and organization among forensic people. He would not destroy anything we now have of value, unless something better could be offered in its place. Perhaps by joint effort, new contests might be started, rules might be set up for debate and other contests. It seemed to Professor Nichols that some responsible party should be prepared to continue the publication of some magazine such as "The Debaters' Magazine."

The immediate problem seemed to be the West Point Tournament and Colonel Johnson representing West Point, was introduced to the group.

Colonel Johnson said he was the superintendent's representative and proceeded to give some of the background of the West Point event.

Colonel Johnson stated that information concerning this year's tournament had been withheld pending this meeting. He said there would be eight divisions this year instead of seven. The tournament is operated by the Cadets. The first year it was called a "National Tournament." The second year it was called a "National Invitational Tournament" for obvious reasons. Colonel Johnson further said that it

did not seem wise to specify the manner in which teams should be chosen, as West Point wanted to exercise no more control than was absolutely necessary to run the tournament. He pointed out that some divisions (New England) used the tournament method while others (Mid-West) used records. The West Point tournament is financed in the main by Cadet money. Some money comes from a debate fund and some from the Commandants' fund.

Professor Fest, University of Colorado, asked, "What is the purpose of the tournament?"

Colonel Johnson answered that West Point was a National School, and as such they wanted good relations with schools in speech as well as athletics, and they wanted to come in contact with schools all over the country. He then gave a brief history of speech activities at the Academy. He stated that debating started at West Point in 1938. There is no speech department and the activity is one that is handled by the Cadets. There were, last year, about 140 men in debate, and this year the number would be around 250, which represents about one out of every ten Cadets. Colonel Johnson said that a speech course had been arranged on extra curricular basis. He suggested that the movement was perhaps, a part of the whole army program of "growing up," a program that would probably show results in ten or fifteen years.

Professor Brooks Quimby, Bates College, suggested that there is too much emphasis on tournaments with no audience situations. At West Point there was no humor in the debates, only long, dry debating, with no attempt to influence the audience. Perhaps at the National, teams should debate their convictions rather than flip a coin for sides.

Colonel Johnson asked what the group thought of using a question other than the national question, a question to be decided by the district chairman sometime before the national meet.

Professor Nichols suggested that perhaps two questions should be used and the second semester question used at the national.

Professor Fest stated that regardless of individual viewpoints, the West Point tournament is still interpreted by schools in the districts as a national tournament, and that there is a definite need of setting up criteria for selecting schools. Professor Fest suggested that West Point either:

- (1) invite the schools themselves, or
- (2) set up criteria by which the schools would be selected.

Colonel Johnson answered this by saying, "We won't select the teams." He continued, saying that, we want to control only as much as is absolutely necessary to make decisions to run the tournament. Our position is this: we have facilities to conduct such an event, and we welcome the opportunity of inviting in the better debating groups to meet with us, and we want to conduct the kind of event that will seem most worthwhile to most people.

At this point Professor Buehler asked for some official comment from each of the Honoraries:

Professor M. J. Holcomb, Augustana College, representing Pi Kappa Delta, reported that the West Point tournament and national tournament had been discussed by Pi Kappa Delta, and that Pi Kappa Delta would assume a neutral attitude in regard to the West Point tournament. They would not interfere or discourage it. They would oppose setting up a counter tournament.

Dr. P. E. Lull, Purdue University, president of TKA, stated that the problem had not been officially discussed by TKA members, but as an individual he suggested the feasibility of sending four debaters from sixteen schools, the debaters would debate both sides of the question. He also asked if the debates could be held before classes at the Academy.

Professor E. C. Buehler, Kansas, president of Delta Sigma Rho, reported that Delta Sigma Rho was

interested in the two question idea, and that Delta Rho was neutral in regard to the West Point Tournament.

Professor Buehler then suggested that if we were to be of help we should know the major objection to the West Point Tournament. The main objection then voiced was, "The terrific cost."

Professor Laase of Nebraska said, "We were invited to the West Point Tournament, and although we appreciated the invitation, we declined for four reasons:

- (1) The cost was too great.
- (2) We use about 40 people in debate and we try not to duplicate personnel on trips. It would be difficult for us to select two people to represent us.
- (3) Our philosophy is that the important thing is quality. We believe it is better to lose a debate decision doing well than to win one doing poorly, so that the West Point Tournament or any national tournament does not fit our plans.
- (4) We believe in both discussion and debate.

Professor A. Craig Baird, University of Iowa, said, "I agree in general with Professor Laase. In addition, the North Central Association has attitudes we must consider. The educational value of the activity is under question."

Professor Nichols suggested that perhaps a joint committee could find a solution.

Colonel Johnson said there was a possibility that discussion could be added.

Professor Buehler remarked that he thought no debater should attend the West Point Tournament twice.

Professor Holcomb suggested that we might go on record as opposing a national tournament, but okaying the West Point venture.

Dr. Lull suggested that a person be selected from each honorary to act as an advisory committee and to attempt to formulate some policy.

At this point, due to the lateness of the hour, Professor Buehler asked Professor Baird to present the idea of the National Coaches' Association.

Professor Baird reported that at the Iowa meeting a proposal was made to organize a national group of debate coaches and forensic people. After some discussion of this proposal, it was moved, seconded and passed that the idea of a Na-

tional Coaches' Association be presented to the various honoraries in their national meetings, and a report made at Chicago next year. It was also moved, seconded and carried that the proposal be referred to the National Committee on Intercollegiate Debate and Discussion.

Dr. Lull made a motion that the National Committee on Intercollegiate Debate and Discussion be considered the official advisory committee representing their group in the event such advice be asked by any group.

The meeting was adjourned.

Ralph C. Lawson, Secretary
December 28, 1948.

The following people were in attendance at the meeting:

Delta Sigma Rho

1. Prof. A. Craig Baird, State University of Iowa, Iowa City, Iowa
2. Prof. E. C. Buehler, University of Kansas, Lawrence, Kansas
3. Prof. W. Roy Diem, Ohio Wesleyan University, Delaware, Ohio
4. Prof. J. Garber Drushal, College of Wooster, Wooster, Ohio
5. Prof. Thorrel B. Feast, University of Colorado, Boulder, Colorado
6. Professor Leroy Laase, University of Nebraska, Lincoln, Nebraska.
7. Prof. Brooks Quimby, Bates College, Lewiston, Maine
8. Dr. Harold T. Ross, DePauw University, Greencastle, Indiana

Pi Kappa Delta

1. Prof. Herbert L. Curry, Central Michigan College of Education, Mount Pleasant, Michigan
2. Prof. Martin J. Holcomb, Augustana College, Rock Island, Illinois
4. T. A. Houston, Southeastern College, Durant, Oklahoma
5. Prof. Wilbur E. Moore, Central Michigan College of Education, Mount Pleasant, Michigan
6. Dr. Egbert Ray Nichols, University of Redlands, Calif.

Tau Kappa Alpha

1. Prof. Waldo L. Braden, Louisiana State University, Baton Rouge, La.
2. Dr. Eugene Chenoweth, Indiana University, Granville, Ohio
4. Prof. Wayne C. Eubank, University of Florida, Gainesville, Florida
5. Mr. Ralph C. Lawson, Purdue University, Lafayette, Indiana

6. Dean Charles R. Layton, Muskingum College, New Concord, Ohio
7. Dr. P. E. Lull, Purdue University, Lafayette, Indiana
8. Dr. David Potter, Rutgers University, New Brunswick, N. J.
9. Prof. J. F. Prufer, Roanoke College, Salem, Virginia
10. Prof. E. Westley Rowland, Alma College, Alma, Michigan
Lt. Col. C. L. Johnson, Officer in Charge of Debate, United States Military Academy, West Point.

COACHING THE ORATOR

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Sometimes I wonder why we continue to ask high-school students to solve problems which their elders have never solved and which they have no prospect of ever solving. It is certainly highly presumptuous for an adolescent to tell us how to get out of Berlin or how to solve juvenile delinquency. I blush when I look over some of the speeches I made in high school. Surely, I must have been much more sure of myself then than I am now. Yet I know that even if I wanted to I could not persuade you to stop teaching speech. You, too, have watched the wonderful transformation which comes with the training you are giving.

I can only give you a little of the inspiration which I get when I read Robert Francis' poem **Excellence**: Excellence is in millimeters and not miles.

From poor to good is great. From good to best is small,
From almost best to best sometimes not measurable.
The man who leaps the highest leaps perhaps an inch
Above the runner-up. How glorious that inch
And that split-second in the air before the fall.

Harold M. Jordan, formerly professor of speech at Sioux Falls College, has transferred to a professorship in speech at the South Dakota State University. He is editing the South Dakota Speech Bulletin.

Prof. W. Arthur Cable received his Ph.D. degree at the University of Denver at the close of the summer quarter.

The Southern Association Convention and Tournament is to be held at Baylor University, Waco, Texas, April 4-8, 1949.

REPORT OF NUEA WORDING COMMITTEE

Following the instructions of the conference held in Washington, the Wording Committee has studied each of the topics presented, and herewith reports a recommended wording together with an explanation designed to present a summary of opinions concerning the proposition.

(1) **RESOLVED:** That the Federal Government should adopt a policy of granting financial aid to college students.

Explanation: It is thought that the proposition concerning financial aid to college students will be closer to high school students, particularly to this year's graduates, than many others that might be chosen. On the other hand there is a feeling that there has been too much debate of federal questions in recent years. Also, the question is liable to the old difficulty concerning "States Rights vs. Federal Government." It should be noted that the GI Bill is involved in this question, but the question is not on the GI Bill alone. The feeling is that the GI Bill is an emergency expedient, and does not necessarily suggest a **policy** of granting financial aid to college students. This proposition would probably prove to be of great immediate **interest** to high school debaters.

(2) **RESOLVED:** That the admission of Canada into the United States of America would be beneficial to both nations.

Explanation: It is thought that the above wording is completely unhackneyed and presents an unlimited field for research in the areas of economics, politics, and history. The discussion of this question would be in the public interest, for people in the United States should know more about Canada and its outstanding position in the world. If the question should be debated, it will be the first question of fact (or value) since the chain store question. It has the virtue of getting away from the word "should" which has caused trouble in policy questions in recent years. On the other hand, there is some feeling that the question may be pretty closely related to the 1948-49 question on world government. This proposition would probably prove to

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Proposed New Association of Speech Directors

AN OPEN LETTER ABOUT SPEECH ACTIVITIES

THROUGHOUT the last 15 years of my professional association with extra-curricular activities in Debate, Discussion, and Oratory and my social association with debate coaches and forensic directors I have been hearing perennially that there ought to be a separate organization associated with these activities. It was like the New England weather in that Mark Twain said everyone talked about it but no one did anything. Because this was true, at the Iowa Collegiate Conference on World Problems at a meeting of the Forensic Directors in attendance I introduced a resolution calling for the establishment of such an association and the appointment of a committee to implement that resolution with action. In spite of the fact that the resolution was adopted with no dissenting voice, it appears now that the perennial suggestion was so vague and the ideas in the lines of those suggestions were so different that specific action of any precise nature can only follow a great deal of "spade work."

At the outset there is at least one basic question which must be answered affirmatively, and when this has been done there are several questions as to details which must be decided. The first question is of course whether or not a new association of coaches or forensic directors or colleges participating in forensic activities is needed. The reaction of some coaches reflects the view of Will Rogers in the remark that "whenever you get a new prejudice or profession someone comes along and organizes it and makes you pay for it." If this reaction is that of the large majority we need go no further. Such a reaction probably reflects the view that there are in existence at the present time organizations and organizational facilities adequate for our purposes.

If, however, the question is answered affirmatively, then several questions as to details arise. The first of these questions concerns the precise nature of the association itself. Originally it was my viewpoint that what was needed

was an association of debate coaches. Sufficient opinion was presented to me to indicate that this would not be broad enough. This opinion indicated that the association should at least include the coaches of all types of forensic activities. Additional opinion in a slightly different vein and also a broadening one was presented to the effect that the word "coaches" was not the right word, and that what should be established is a national association of forensic directors.

Still later a third notion came into the picture expressing the belief that what was really needed was a national collegiate forensic association in which membership would be debating colleges similar to the N.C.A.A. in athletics, in which membership is by athletically competing universities and colleges. It was suggested with some logic that a college forensic association, with a membership on a college basis, would have distinct advantages. The first of these would be that funds would be available for meetings and for the expenses of any other sort directly from the University budgets.

It is the purpose of this letter to solicit expressions of opinion from debate coaches and forensic directors everywhere. Present plans call for the presentation of this proposal at meetings of the various debating societies this spring. To a large extent the ultimate decision in the matter must rest with them. In the meantime, however, the possibilities of this proposal should be discussed and bandied about everywhere so that what is ultimately done will be done democratically and with good chances for success.

Cordially yours,

HUGO E. HELLMAN,
Director of Debate
Marquette University.

The following is some expression concerning my point of view about the Hellman proposal:

"Concerning the proposed organization of National Directors of Forensics, I think such a group has distinct possibilities for positive educational leadership in discussion,

debate, and related fields of speech. Certainly for such proposal a sound educational policy must govern the organizational plan and subsequent development. Directors of Forensics, for example, should, in my opinion, avoid any implication that they are "coaches." They should relate themselves at every point to classroom procedure; should continue to combat the evils of expressive competition; and should work closely within the framework of the Speech Association of America."

Sincerely yours,

A. CRAIG BAIRD

Professor of Speech
University of Iowa.

Regarding the Association of Directors of Speech Activities article you mention in yours of the 25th, you may quote me as follows—only regard for your space limitations forces me to this brevity:

At West Point we are solidly behind the projected association. When adopted this organization will lend unity to our speech program. We believe it is also important to the future of tournaments such as our own. We hope that this organization will relieve the undue burdens of administration and decision which now must fall solely upon the shoulders of our District Committees. In the interests of better debating, count us in.

Sincerely yours,

CHESTER L. JOHNSON

Officer in Charge of Debate
Lt. Col., FA
U.S. Military Academy
West Point.

I am glad to make a favorable statement on the proposed organization of a forensic association as was suggested by Hugo Hellman. Perhaps the following expresses my point of view:

I believe that a National Forensic Association, with membership for institutions and not individuals, would perform a useful function. I think of it as under the present SAA, but more closely connected with forensics. Such an organization could more directly oversee the work now done by the committees on Inter-Collegiate Debating and International Debating, and put in more representative hands the designation of any forensic event as "national."

I appreciated very much the sensible remarks you made at the Washington convention on such matters.

Later I hope to have a statement from the Committee on International debating to explain the present setup in that field and just what the institutions have to do to be considered for a trip abroad or for being included on the itinerary of the visiting teams. Would you be good enough to drop me a card of the probable last dates on which I could get such a statement to you for inclusion in any given issue of the Debaters Magazine? I doubt if it will be ready for the next issue; it takes time to get committee agreement, etc.

Sincerely,

BROOKS QUIMBY

Professor of Speech and Director of Speech Activities, Bates College.

I am strongly in favor of organizing a Coach's Association. Much constructive work could be accomplished through the combined efforts of the directors of forensics, I believe. For instance, a more satisfactory method of judging debate, discussion, extempore speaking, and oratory could be achieved, and more suitable debate and discussion questions could be selected through the cooperation of the coaches. You may count on my support.

EUGENE C. CHENOWETH

Director of Forensics
at Indiana University.

THE EDITOR COMMENTS

Since our deadline forces the Editor to send the above comments to the linotype without waiting for more, he cannot refrain from a few remarks that may be too extended because of his great interest in this project.

1. The Editor and this Magazine are solidly behind this move. We think we have already demonstrated the need for it and the advantages of it in our special college department in this issue.

2. We are for keeping it closely connected with the Speech Association of America, and have taken steps to get us times and places of meeting in connection with the SAA Convention at the Hotel Stevens, Chicago, next December. The general idea of this is: that after this idea is put before the honorary forensic societies and their views as-

certainated at their conventions this spring, that the committee, with the help of the various Speech Activities Directors interested enough to help assemble from the various ideas sent in a provisional constitution for an organization. This to be followed up by placing a mimeograph copy in the hands of various directors all over the nation, in order that it may be studied and acted upon at the Chicago Convention.

3. We should like to see it broad enough to include the secondary level as well as the college level, the former to work at SAA conventions with the present NUEA organization, and the latter to include or work with the College Committee on Selecting Debate Propositions and with the Committee on International Debating.

4. As to membership, we favor both individual and college memberships, provided the latter will maintain sustaining memberships and also pay the membership fees of at least one director. Their libraries could be made members and receive all publications.

Second, we think that membership should be not merely debate directors, but open to all directors of the various types of Speech Activities. Many universities have four or five such men on their speech staffs.

Third, we favor a classification of memberships on a basis of years of service to Speech Activities.

As this organization is for directors, we favor having the directors run it, not the colleges, for too few colleges would rally to its support but most directors, having a professional interest in it, would do so, and it would bring more directors to the SAA conventions and increase our chance of maintaining higher educational standards.

5. Such an organization could well take the lead in various projects for the improvement of Speech Activities, could take a more prominent place in the National meetings, and could improve the contest situation immeasurably.

E. R. NICHOLS

University of Redlands.

Our columns will be open in June, September, and December to a free-for-all discussion of this project. Let's take Professor Hellman up on his challenge to do this thing democratically.

REPORT OF COMMITTEE

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be of great general educational value to high school debaters.

(3) **RESOLVED:** That the president of the United States should be elected by the direct vote of the people.

Explanation: In this proposition the affirmative is committed to advocating the election of the president by the direct vote in a national election and thus to the abolition of the electoral college. The negative can advocate the *status quo*, or the negative can advocate a so-called "patch and repair case" as suggested by the Gossett-Lodge amendment, or the negative might even advocate the original intent of the electoral college. It was the general feeling of many who discussed this proposition in the Washington conference that there is more to it than meets the eye immediately. It has wide implications for suffrage, for representation, for the two party system, for states rights, and for the nature of the vice-presidency. The question involves discussion of the political structure of the country, and thus differs somewhat from questions of recent years. The popularity of the question is indicated by its having been named more times than any other by the state leagues. One drawback suggested for the question is that the proposal is not likely to be put into force, at least in the form given above. This proposition would probably prove to be of great expediency (that is, capable of being put immediately to use for debating purposes).

The explanations given above are provided in order to convey as fully as possible the idea involved in the proposition. It is believed that no changes in wording will be necessary, but the Committee reserves the right to make amendments if necessary. Anyone receiving this ballot is invited to give comment on the wordings given herein.

While on his trip to the National Speech Convention Editor Nichols had the pleasant experience of calling on a Pi Kappa Delta of the early days—Leland D. Case, editor of the Rotarian Magazine. Mr. Case has a brother in Congress, who is also a member of Pi Kappa Delta, and still is greatly interested in debating and in Pi Kappa Delta.

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Technically Speaking

QUESTION BOX or DEPARTMENT OF TECHNICAL
INFORMATION

GEORGE McCOY MUSGRAVE, Editor

1. Should young debaters stick to one major contention, or several?—M.J.C.

During the past season, a number of high school affirmative teams used the "elimination of war" as the only benefit to be derived from the federal world union.

Your question, if I interpret it correctly, is whether these teams were right in putting all their eggs in one basket, or whether they should have used two or more points, say (1) elimination of war and (2) improvement in world economic conditions.

While every man is welcome to his own taste, the debater who asserts that his plan will have only one good feature—one he knows full well that the negative will be prepared to refute—is certainly sticking his neck out. This sort of thing is all right in practice debates, perhaps, until the debater understands what is going on, but unless he can back up that one contention with evidence and reasoning which go far beyond the handbook stage, he stands less than a 50-50 chance of winning.

If he wants 50-50 odds, he'll need to use two or three contentions with the usual handbook material for support and counter-refutation.

If he wants better odds, he'll need to document these contentions thoroughly with original evidence. And he'll need to anticipate all possible grounds for refutation and have his counter-refutation well in hand. He'll also need to anticipate the case of the opposition, and have his refutation in hand.

Then, if he wants still better odds, he should anticipate not only the refutation itself, but also the answer to the counter-refutation, and what he will answer to that. He can also pick some contentions that the opposing team won't be expecting, and watch them squirm!

Some young debaters go to the other extreme—listing half a dozen "points" and proving none of them. One point established is worth more

than a dozen asserted and left by the wayside.

2. Is humor of any value in debate?—L.I.S.

Used properly, it may soften up the judge or a hostile audience. Used improperly, it may produce the opposite effect.

The idea, then, is not to use humor unless you are good at it—good as proven by audience experience, preferably at practice or intramural debates. Some people have the knack of ridiculing the case of the opposition in such good-humored fashion that the point is driven home with force and no one is offended. Others try what seems to be the same thing, and flop miserably.

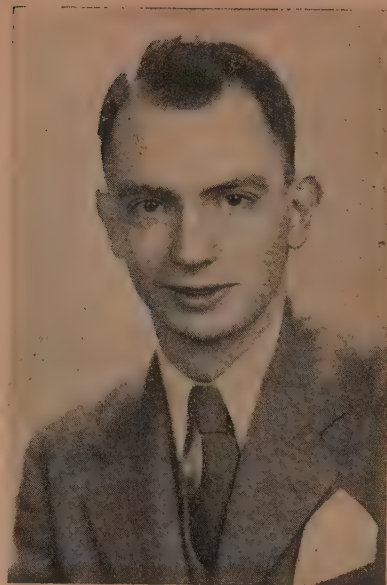
If it comes naturally, if it fits well with what you wanted to say anyhow, and if your coach and teammates believe your humor is effective, by all means go ahead and use it.

3. A more experienced debater told me to "play up to the judge." Is this good, and how do you do it?—J.G.C.

The judge, as the most important member of the audience, is a natural target for your attentions. It is certainly proper to "play up" to the audience or any portion of it. But first a warning—don't make it too obvious, or your apple polishing will backfire.

Here's how it is done: Keep an eye on the judge's face. If it is a tournament where the judge is the only one present, talk directly to him; if an audience is present, talk directly to the judge once in a while, especially on important points, and watch him out of the corner of your eye the rest of the time.

Suit your actions to his face. If it lights up on a certain point, remind him of the point from time to time. If he frowns, when you use humor, save it for the next time. If he doesn't seem to get the point, try it in different words until his face lights up and he writes it



George M. Musgrave

down. If he seems bored at a point which you've already explained, pass on to the next one quickly.

When your teammate is speaking, help him watch the judge. If the judge frowns every time your teammate rubs his nose, better tip him off next time when he comes back to the table. Or if the judge glances over at your opponents' table and frowns at some not-too-quiet conversation, better avoid the same thing yourself.

THE NEGATIVE COUNTERPLAN

G. M. Musgrave

The negative team in debate has two.. basically different.. potential stands.

First, the negative can defend present conditions—the **status quo**. Here the affirmative has the burden of proof, i.e., it must show that its proposal would make things better than they are now. The negative, of course, tries to show that under the plan conditions would be worse (or no better).

Second, the negative can recommend a counterplan. It can suggest that the affirmative solution is not the best one. In effect it says, "We believe that the affirmative proposal should not be adopted, because if it were, it would interfere with the adoption of a better plan — our own." Here the negative has the burden of proof; it must show that

conditions under the counterplan would be better than conditions under the affirmative proposal. The affirmative disputes this, contending that the counterplan is not as good as the affirmative proposal.

This much is generally understood by debaters and coaches. But recently two publications have carried material which, in my opinion, show confusion of thought on the subject.

I

Herbert Rahe, Willamette University, proposed recently that debate standards be codified on an official basis by the national honor societies.¹ His appeal is laudable in many respects and, in fact, recommends in many instances principles included in my own codification, which appears in "Competitive Debate".² But when Professor Rahe gets to the negative counterplan he says:

I urge a clear-cut obligation for the negative to support some plan of action. Debate texts to the contrary, they should have some burden of proof the same as the affirmative and not merely a burden of rebuttal.

This sounds very much as tho Professor Rahe wants negative teams to offer a counterplan always rather than defend present conditions. If this is his stand, it is indeed far removed from the sort of decision faced by the public, or by a legislative body.

When Congress is considering federal aid to education, it has a specific bill under consideration. Those opposed to the bill (1) may prefer to leave the problem to the states, or (2) may have some other proposal for action. Either position, if substantiated, justifies a vote of "no" on the resolution. It would be folly to insist that a Senator or Representative ignore the first of these two possibilities.

The parallel in high school or collegiate debate is exact. When debating federal aid to education, the negative (1) may support the *status quo*, with possible evolutionary changes, or (2) support a counterplan. Surely Professor Rahe could not seriously propose that the first

of these two possibilities be ignored, or outlawed.

Perhaps the source of confusion is this: Some debate texts and coaches suggest the possibility of a negative case based on "pure refutation", which is what Professor Rahe seems to object to, but they fail to recognize that "pure refutation" is, in effect, defense of the *status quo*. Surely the defeat of all proposals for action would leave matters as they are now. This is the defense of the *status quo*, whether the teams realize it or not.

II

Another author, Eugene C. Chenoweth, Indiana University, takes the following stand:³

Though the negative is not obligated to offer a counterplan, some debate judges believe a negative case is strengthened by suggesting a counter solution to the problem. This is especially true, they say, if the negative admits a need for a change from the status quo. If the negative advances a counterplan, it is not sufficient that the counter proposal be different; it must be diametrically opposed to the affirmative proposition. The negative must bear the burden of proof in supporting a counterplan, and the affirmative must oppose it.

The counterplan should be presented in the first negative constructive speech so that the disadvantages and impracticability of such a plan can be considered in the second affirmative constructive speech. If the counter proposition were offered in the second negative speech, the affirmative would be forced to ignore it or to advance new arguments in the rebuttal speeches. Either course of action would be detrimental to the affirmative cause.

This much of Professor Chenoweth's material is a clear, straightforward description of the use of a counterplan. But he goes on to say:

Though the negative presents a counterplan, not too much time should be given to its consideration, because the two teams are meeting to consider the advisability of adopting a specific course of action, as stated in the proposition. They are not meeting to debate one or more other propositions.

It is unethical practice for a nega-

tive team to present a counterplan merely as a clever means to get the affirmative to waste time refuting it.

Here we run into difficulty. Professor Chenoweth's suggestion seems to depart as far from legislative practice in one direction as Professor Rahe does in the other.

When the negative presents a counterplan it agrees that things are messed up now, and that something needs to be done. The only dispute is on **which plan** is better. To go on discussing whether the affirmative proposal is better than present conditions (as Dr. Chenoweth evidently would have us do) would certainly be unrealistic. The teams need to decide which plan is better, and they can't do this without contrasting one with the other.

Suppose the same issue came up in Congress. A bill is introduced recommending federal aid to education. The opposition agrees that education is poor in many places, that the states are unable to help themselves, and that the bill doubtless would improve matters. They say, however, that the bill offered is not as good as some other bill, and therefore ask that the original proposal be defeated to make way for the new bill. Surely under these circumstances the argument is "Which bill is better?" rather than "Is the first bill an improvement over present conditions?"

So, instead of limiting the amount of time spent in discussing the counterplan, as Dr. Chenoweth suggests, the only realistic thing to do is spend all of the remaining time in contrasting the two proposals, in order to determine whether the first one should be adopted or defeated.

III

To clarify this matter and help keep our thinking straight, I would suggest this brief outline of the two possibilities:

Negative possibilities:

1. Support of present conditions, with or without minor modifications.
Clash: Would the affirmative plan improve present conditions?
Burden of proof: Affirmative. If the affirmative fails to show such improvement, the negative wins.
2. Support of a counterplan.
Initial clash: Would the affir-

¹ "Toward Better Debating in Our Colleges", Debater's Magazine, 4:110-1, Autumn 1948.

² H. W. Wilson Company, New York, 1946 (second edition).

³ "Debate and Discussion", published by the author, 1948, pgs. 79-80.

mative plan improve present conditions?

Initial burden of proof: Affirmative. If the affirmative fails to show such improvement, the negative wins. But ordinarily when the negative introduces a counterplan, it does not deny that the affirmative's plan is better than none at all, and therefore this "initial clash" is seldom heard in debate.

Final clash: Would the counterplan be better than the affirmative proposal?

Final burden of proof: Negative. If the negative fails to show such improvement, the affirmative wins.

BIBLIOGRAPHICAL CONTRIBUTION

Continued from Page 40

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FLORIDA BACKGROUNDS

Continued from Page 27

ly academic, can be had at Florida. One of the finest tributes to the character of its self-governing student body. The student body is widely acclaimed by student groups the country over as one of the most powerful and independent in American colleges and universities.

These are only a few of the things Floridians are proud of in their largest state institution. There are many others. The people are proud of their 5,845 G.I.'s now enrolled. They are proud of their 1,174 women students who have increased enrollments since the University became co-educational in 1947. They are proud of the University's long record of educational achievement since that day of official opening at Gainesville when 136 young men entered University of Florida classrooms for the first time.

Remarks for the Good of the Order

Austin J. Freeley
University Coach of Debate
Boston University

One of the criticisms leveled at tournament debating is that these affairs are often forensic assembly lines with debaters entering at one end with high hopes, only to emerge at the other end hours or days later weary and battered after a grueling series of verbal battles, with only the haziest concept of the college which they traveled hundreds of miles to visit, the vaguest notion of the personalities of their opponents, and only little knowledge of the city they visited. All too often the organization of a tournament is so complex to the uninitiated that the student body of the host college, inadequately informed as to the proceedings, loses interest and fails to support the affair.

In the Second Invitational Debate Tournament, we at Boston University tried to eliminate the assembly line feeling and substitute in its place some of the social amenities which only enthusiastic undergraduates can supply to an intercollegiate function. If the comments and letters of the visiting coaches are any criteria, we have in some measure succeeded in this objective. Indeed, it is at the suggestion of some of the visiting coaches that I am undertaking to write this report, dwelling to some extent on the non-forensic aspects of the tournament.

Our first objective in sponsoring the tournament, of course, was to bring together the leading teams from the Eastern and Mid-Western United States and Canada in a situation which would provide the maximum of good debating. No one realized better than we did that it was impossible for us to invite all the really outstanding teams located within these geographic boundaries.

Once the framework of the tournament had been established, we proceeded to build the public relations program around it. The Boston University Debating Society is not a social organization; its purpose is to conduct intercollegiate debating, and it has no desire to enter the field of social activities per se. However, our undergraduate mem-

bers are quite socially inclined, and as they are active in the major social organizations on the campus, their enthusiasm soon spread, and the four leading social organizations took the unprecedented step of sponsoring an all-University Tournament Valentine Dance for the Debating Society. The Inter-Fraternity Conference, The Panhellenic Association, Scarlet Key, and the University Student Council, aided and encouraged by generous publicity in the BU News, quickly caught the spirit of the occasion and produced the most successful informal dance on the University calendar.

A key factor in the success of the event was the seemingly endless and untiring work of the Tournament Staff, whose members worked constantly to coordinate the activities of the various organizations. A date bureau was established to obtain dates for visiting debaters who wished to attend the dance—most of them did. Contests were held in each department of the University to choose Valentine Princesses who served as hostesses at the Tournament. One of these girls, chosen Queen of Hearts by the visiting debaters, reigned at the dance which followed the final round. Arthur Lewis, a College of Business Administration Junior, was Tournament Manager, and did an excellent job of carrying out the details of the program.

In the weeks prior to the tourney a public relations program, aimed at keeping the student body fully informed, was carried on. Every available medium of publicity was used to stimulate interest and to educate the majority of students who had never witnessed an intercollegiate debate tournament. The campus newspaper was our chief source of publicity, but this was supplemented by stories in metropolitan newspapers, announcements over local radio stations, and the public address system in the Commons. The results were gratifying. There were audiences for the preliminary debates, and the attendance at the final round exceeded the seating capacity of the auditorium. The public relations program not only contributed to the success of the

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Along the Tournament Front

COLLEGE MEET AT PURDUE

Twelve colleges and universities from many parts of the United States participated in the National Invitational Forensic Conference at Purdue University Nov. 4 and 5.

They were the University of Alabama, Boston University, University of Chicago, De Pauw, University of Kansas, Michigan State College, Northwestern, Notre Dame, United States Naval Academy, Wayne University, Western Michigan College, University of Wisconsin, and Purdue. Representatives of the United States Military Academy, who had planned to fly to the event, were grounded by bad weather.

Each of the participating institutions was represented by two affirmative and two negative speakers, who engaged in four rounds of debate on the national intercollegiate question of Federal Aid for Education. The two affirmative speakers with the highest individual ratings in the four rounds were pitted against the two top ranking negative speakers in a final exhibition debate, while the next two ranking affirmative speakers met the next two negative debaters in a second exhibition clash.

Certificates of outstanding achievement in debate were presented to the ten speakers with the highest individual ratings in the four rounds of debating. They were: Archie Colby, Purdue; Frank Finn, Notre Dame; Bill Conboy and Ed Stollenwerck, Kansas; Bill Carey and Bill Dempsey, Notre Dame; David Beckwith, Wisconsin; W. L. Buckingham and H. K. Ripley, Naval Academy, and Jerry Stapp, Alabama.

Three of the twenty-four teams emerged from the four rounds of debate undefeated: The Kansas and De Pauw affirmatives and the Notre Dame negative. Although no school was declared tournament victor, the four Notre Dame speakers amassed the highest point total, with Kansas second, and Alabama third.

Three of the four rounds of debate were held in regular Purdue Speech, English, and Education classes. A critique and decision was given at the conclusion of each debate. The schedule was staggered, in order to permit debaters not engaged at a

given hour to hear other teams in action.

Two seminar discussions were features of the conference. Dr. E. C. Buehler, Kansas, led a panel composed of Lt. Comdr. W. W. Evans, U.S.N., and William Birenbaum, Chicago, on "Interpretation of the National Question." "What Can We Do to Improve Debating?" was discussed by a panel composed of Dr. Winston L. Brembeck, Wisconsin; Prof. Austin J. Feeley, Boston, and Jack Murphy, Western Michigan. Subjects provoked spirited discussion from debaters and coaches in attendance.

Dr. Alan E. Monroe, chairman of the Speech Department, Purdue University, was the banquet speaker.

The Conference was frankly experimental. Its objectives were, while de-emphasizing winning, to give the debaters a broader understanding of the question and concentrated practice with debate techniques in audience situations. The participants generally agreed that the conference was a worthwhile experience. The departures from usual tournament procedure were heartily approved.

NEWS NOTES AND RESULTS

Second Annual Temple University Novice Debate Tournament Dec. 4, 1948. 51 teams from 14 colleges, three states, Pennsylvania, New Jersey and Delaware, 4 rounds national topic.

Affirmative—

Penn State, 2 teams 4-0

Temple University, 2 teams 4-0

University of Pennsylvania, 1 team 4-0

Ursinus College, 1 team 4-0

Negative—

University of Delaware, 1 team 4-0.

Rutgers, 2 teams 3-1

La Salle College, 1 team 3-1

Freshman-Sophomore Invitation Debate Tournament—University of Illinois (Chicago Division), Dec. 4, 1948. 12 colleges, 34 teams.

Results: Northwestern I and II tied for first; Wheaton, Loyola I, and Mundelein II tied for third.

Individual awards: 1st, Dix, Northwestern; 2nd, Vittulo, Loyola; 3rd, Picht, Illinois-Chicago Division;

Special Distinction to Bedford, Wheaton; Burns, Northwestern; Tidwell, Wabash; and Drufus, Marquette.

Northeast Ohio Debate Conference. Case Inst. of Tech. Cleveland, Dec. 11, 1948.

14 colleges. Results: John Carroll won 6, lost 0; Mt. Union, won 5, lost 1.

Southern Tournament. Mississippi University, 8 colleges, 6 rounds Team ratings:

Affirmative—

1. Alabama
2. Mississippi
3. Florida
4. Southwestern
5. Murray State

Negative—

7. Florida
2. Alabama
3. Mississippi
4. Vanderbilt
5. Florida

Individual awards: Superior, Oscar Newton, Alabama; J. C. Emerich, Ole Miss; and Jack Plisco, Florida. Excellent, Ed Norris, Murray State; Mitchell Lattot, Alabama; Ernest Newbern, Tennessee; Jordan Bittel, Florida; Bob Robinson, Auburn; Bill Rawlins, Southwestern; and Jerry Boone, Ole Miss.

Alabama University Discussion Meet. 12 colleges, 4 states. Nov. 11-13, 1948.

Awards: Superior, Oscar Newton, Alabama; Jack Hardy, Florida; Leonard Melvin, Mississippi; J. Bryce, Alabama; James Ewell and Bob Morrison, Florida. Excellent, ten ratings to Alabama, Tennessee Tech., Ole Miss, and David Lipscomb College.

RECORD NUMBER ENROLL FOR ANNUAL HIGH SCHOOL DEBATE CONFERENCE AT PURDUE

One hundred and fourteen schools, with a total of 1,200 registrants, enrolled for the sixteenth annual Indiana High School Debaters' Conference and Legislative Assembly held at Purdue University December 3 and 4.

Governor-elect of Indiana, Henry F. Schricker addressed the record group at the opening general session Friday morning in the south ballroom of the Memorial Union

building. "Responsibilities of the American Citizen" was the subject which Mr. Schricker chose.

"The salient factor in a good citizen is participation in local, state and national government," Mr. Schricker said, and added that to keep the privileges we enjoy we must exercise them. "It will take work by all of us to get it (our form of government) where we want it," the governor-elect concluded.

Principal speaker at the conference banquet held Friday evening in the ballrooms of the Purdue Memorial Union building was Dr. Irving J. Lee of Northwestern University, who spoke on "The Pursuit of Ignorance." Dr. Lee congratulated the guests upon their participation in an activity which leads to an open mind and the resultant broadening of knowledge.

D. Frederick L. Hovde, president of the host university, gave a brief address of welcome to the group to which Miss Noel Kickles, a member of the Crown Point High School championship debate squad, responded. Music for the dinner was provided by Albert P. Stewart, who led the group singing and directed the Purdue Concert Choir.

During the opening session, of which Robert Cathcart, Purdue director of the Assembly, was in charge, Fred H. Eichhorn of Gary, presiding officer of the Senate, and James M. Knapp of Spiceland, presiding officer of the House of Representatives, were introduced.

Professor Forest L. Seal of DePauw University was chairman of the Friday morning teachers' discussion which was composed of a panel of high school coaches.

Dr. P. E. Lull, director of forensics of Purdue University, addressed a debate clinic held Friday morning in Fowler Hall for all students not in the legislature. His subject was "What's All This Talking About?" T. R. Tewksbury of Wabash was chairman of the session.

State champion debaters of Ohio and Illinois for 1948 presented a demonstration debate at Eliza Fowler Hall Friday afternoon. An analysis and critique of the debate was conducted by Dr. E. C. Buehler, director of forensics, University of Kansas, at the conclusion.

The presiding officer at the general session held in Fowler Hall Saturday morning was Dr. A. H. Monroe, chairman of the Purdue

University speech department. Other speakers on the program were Dr. Vernon Nash, vice-president of World Federalists, Inc., and Mr. James A. Eldridge, Midwest director of the American Association for the United Nations.

At the Saturday morning teachers' meeting, held concurrently with the session of the Legislative Assembly and debate clinics, "Standards of Debate Judging" were discussed. Mr. Glen W. Maple, Central High School, South Bend, served as chairman of the panel composed of high school teachers and coaches.

Approximately 128 students took part in the extemporaneous speaking contests held Saturday afternoon in University Hall and Recitation Hall. John Auston, a member of the university speech staff, conducted the contest which was followed by the concluding session of the conference, at which time announcement was made of awards and special honors.

TOURNAMENT CALENDAR

CALIFORNIA

Feb. 12 Speech Events Meet Univ. of Calif. at Los Angeles. James Murray, Director.

Feb. 18-19 Calif. Conference Tournament, Bakersfield J.C. Leonard McKaig, Director.

March 24-26 Pi Kappa Delta Invitational, Redlands, Calif. E. R. Nichols, Director.

CALIFORNIA HIGH SCHOOLS

Feb. 25-26—NFL District—Southern Calif. John Marshall H. S. Los Angeles. L. D. Hanks, Director.

March 17 - 19 Southern California NUEA, College of Pacific, Stockton, Charles Guss, Director.

March 17-29 Southern California NUEA Univ. of Redlands, Redlands, Calif. E. R. Nichols, Director.

April 2 State Finals. Fresno State College, Fresno. Sponsored by University of Redlands and College of Pacific.

COLORADO—HIGH SCHOOLS

April 1-2 District NFL Univ. of Colorado, Boulder.

May 2-3 NFL National Meet. Longmont, Colo.

ILLINOIS

April 10-14 Pi Kappa Delta National, Bradley University, Peoria.

March 31-April 2 Delta Sigma Rho National, Congress Hotel, Chicago, Ill.

INDIANA COLLEGES

March 31-April 2 National Tau Kappa Alpha Conference and Discussion Meet. Purdue University, Lafayette. Ralph C. Lawson, Director.

Feb. 25-26 Indiana University Forensic Conference, Bloomington, Indiana.

HIGH SCHOOLS

April 29-30 Indiana High School Forensic League, Finals, Indiana University, Bloomington.

IOWA—HIGH SCHOOLS

March 31-April 2 State H.S. Tournament, Univ. of Iowa, Iowa City. A. Craig Baird, Director.

KENTUCKY

March 25-26 Blue Grass Debate Tournament Georgetown Coll. Mrs. John H. Melzer, Director.

LOUISIANA

March 18-19 14th Annual Louisiana Forensic Tournament, Natchitosis, R. L. Kopp, Director.

MISSISSIPPI

March 4-5 Magnolia Tournament, Miss. State College for Women, Columbus. J. Dale Welch, Director.

March 31-April 2 Miss. Speech Assn. Tourney, Jackson. G. M. Getzel, Director. Miss. Colleges only.

MONTANA

May 6-7 Montana State University Meet, Ralph Y. McGinnis, Director.

NEW YORK

April 21-23 West Point National Meet. Lt. Col. C. L. Johnson, Director.

NORTH CAROLINA

March 3-5 South Atlantic Forensic Tournament. Lenoir Rhyne College, Hickory, N.C. Dr. Albert Keiser.

OHIO

March 12 Northeast Ohio Debate Conference. Baldwin - Wallace, Berea.

OHIO—HIGH SCHOOL

March 4-5 NFL Western District Hamilton High School. Mrs. Dorothy Pierson, Director.

March 4-5 NFL Eastern District, Youngstown-Cheney H. S. E. J. Diller, Director.

March 18-19 State Finals—Debate and Speech Events. Ohio State University, Columbus. Paul Carmack, Director.

May 7 Novice Debate Meet, Columbus East H.S. Jack Cullen, Director.

OKLAHOMA

March 3-5 Savage Forensic Tournament. Southeast State College, Durant. T. A. Houston, Director.

OKLAHOMA—HIGH SCHOOLS

March 1-12 East Central State College, Ada Class A only.

March 10-12 Northeastern State College, Tahlequah.

March 11-12 Northeastern State College, Alva.

March 18-19 Central State College, Edmond.

March 25-26 Panhandle A & M Coll. Weatherford.

April 21-23 State Finals. Univ. of Oklahoma, Norman.

OREGON

Feb. 24-26 19th Annual Linfield College Tournament. McMinnville. R. D. Mahaffey, Director.

OREGON—HIGH SCHOOLS

March State Finals. Oregon State College, Corvallis.

SOUTH DAKOTA—HIGH SCHOOLS

February 15 Lead, Black Hills Speech Conference.

February 22-23 Watertown, Big Eight Tournament.

March 5 Sturgis, Black Hills Speech Conference.

March 14-16 District Tournaments.

March 21-23 Division Tournaments.

March 28-29 Huron College, State Tournament.

TEXAS

April 7-9 Delta Sigma Rho Tournament University of Texas, Austin.

TENNESSEE

March 10-12 District NFL Tournament. David Lipscomb College. Nashville. Batsell B. Baxter, Director.

VIRGINIA

March 18-19 Spring TKA Tournament, Bridgewater College.

April 1-2 Annual Marshall-Wythe Debate Tournament, William and Mary, Williamsburg, Herbert N. Bateman, Director.

April 12-16 Strawberry Leaf Grand National, Mary Washington College, Fredericksburg.

WASHINGTON

April 12-15 Pacific Forensic League Whitman College, Walla Walla.

REMARKS FOR GOOD OF ORDER Continued from Page 43

tournament itself, but had another very desirable effect: a large number of students who had a latent interest in debating, joined the debating society; and interest in debating on the campus was never higher.

NEWS NOTES and PERSONALS

N.F.L. NOTES

NFL now has five two diamond coaches. They are: C. M. Schindler of Kent State College; E. J. Diller, Youngstown-Chaney, Ohio; John M. Martin, Dayton-Oakwood High, Ohio; R. J. Happe, South St. Paul High; Rev. Thomas S. Long, St. Benedicts, Newark, N. J.; and Lucile Stephens, Poughkeepsie, N. Y. Each diamond award means that the coach has instructed students who have amassed 20,000 credit points in NFL rating. A two diamond coach has earned just double that, or 40,000.

The NFL National Convention and contests will be held at Longmont, Colo., May 2 and 3, this spring. The question of admitting debate along with the other contests is not yet settled.

President Karl E. Mundt of the NFL is now Senator Mundt of South Dakota. He is one Republican who maintained his lead in a Democratic year, his plurality being 43,000. Karl was a member of the House Un-American Affairs Committee, and during the last few weeks before the election and after was acting chairman. It was this committee that got on the nerves of the President and FBI by uncovering the theft of papers from the State Department in early war days.

The NUEA is taking a vote on the following questions chosen at the National Convention at Washington, D.C., in December.

Resolved, that the Federal Government should adopt the policy of granting financial assistance to college students.

Resolved, that the admission of Canada into the United States of America would be beneficial to both nations.

Resolved, that the President of the United States should be elected by the direct vote of the people.

In the poll on the new debate question taken by the national AFL office Federal Aid to Education (the present college subject) won and modification of the Electoral College was second, Marriage and Divorce Laws third. The vote was 144, 79 and 68. Planned Economy the Western College subject was ninth in ranking. It took second in the West Point vote on a subject.

Harold G. Ingham, for many years

Chairman of the Committee on Selection of the High School Question, has resigned the chairmanship because of heavy duties at the University of Kansas. He will remain, however, a member of the NUEA Committee, and help so his long years of experience will not be lost to the high schools. On Dec. 28 the Committee gave a dinner in his honor at the Hotel Blackstone, Washington, D.C.

John Marshall High School, Los Angeles, Calif., Ravenna High School, Ohio, and Trenton-Central High School, New Jersey, are leading their districts in NFL.

Andrew Roberts of St. Benedicts, Newark, N. J., heads the list in January of students in the NFL who have amassed over 500 credit points. He has 682.

L. D. Schriver of Charleroi, Pennsylvania, heads the list of leading coaches of NFL chapter for January.

California will hold its State Finals at Fresno State College April 2. The winners in the north at College of Pacific and the winners in the South at the University of Redlands will meet with the Northern and Southern District NFL winners and settle the supremacy. Last year the South won the debate and the North scored heavier in the Speech Events.

Pi Kappa Delta Notes

New chapters have been granted to Pacific Lutheran College of Washington and to the College of Idaho at Pocatello.

The University of Redlands will entertain the Pacific Coast Province Invitational Tournament this year on March 24-26, and plans to invite the national meet for 1951.

Bradley University of Peoria, Illinois, will entertain the National Convention of Pi Kappa Delta April 10-14. Bradley entertained the Pi Kappa Delta Convention in 1924, when both Bradley and the Convention were much smaller than now.

Martin Holcomb of the Department of Speech at Augustana College Rock Island, Illinois, represented Pi Kappa Delta at the International Society Meeting at Wash-

SPEECH ACTIVITIES

ington, D.C., during the Christmas holidays.

Editor Wilbur Moore of the Forensic gave one of the papers on the debate section at the Washington Convention and also attended the Inter-honorary Society meeting.

E. R. Nichols, editor of The Debater's Magazine, was elected Second Vice-President of the Speech Association of America at the Washington Convention.

Among the Pi Kappa Delta coaches at the Washington meeting was Tom A. Houston of Southeast State, Durant, Oklahoma; Emil Feister of Central Michigan College of Education; Lincoln D. Holmes of Illinois State Normal, and William C. Lang of Yankton College. Lang also attended the History Professors Convention at the Hotel Mayfair, which was only a few blocks from the Hotel Statler, the editor happens to know as he had one heck of a time getting through that crowd of historians in that all too narrow hotel corridor to make up his Rotary attendance.

A team from the College of Pacific registered first at the Pacific Tournament at California Institute

of Technology, Pasadena, Calif., January 14-15. Caltech took second.

John Scott Everton, graduate of the class of 1931 of the University of Redlands and a member of the debate squad while in college, has joined the ranks of debaters assuming college presidencies. He is the seventh Redlands graduate to become a college president, five of whom have been members of the debate and oratory group. Everton has been dean of chapel and professor of philosophy and religion at Grinnell College, and now goes to the Baptist College of Michigan, Kalamazoo. He will be the 11th president of Kalamazoo in its 116-year history.

Russell Goodwin, University of Redlands debater and orator in college days and a graduate of Harvard Law School, has just been appointed Judge of the Superior Court by Governor Warren, and assumed his duties Tuesday, Feb. 1, at San Bernardino, California. Since his graduation from Harvard Law and passing the California Bar examination, Goodwin has been practicing law in the city of Redlands.

The Central States Speech Association is being held at Omaha, Nebraska April 29 and 30.

JIMMIE CLIPSHEARS—HIS CORNER

We do not help the poor by destroying the rich.

We do not aid the wage-earner by hamstringing the employer.

Killing the goose that lays the golden egg is a poor way to get a meal.

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Adversity tries great men; prosperity, the small ones.

Univ. of Redlands Frosh team, Spicer and Wilson, won the Bakersfield Debate Meet, Feb. 19-20.

Darkness Before the Dawn—The Time when the rising generation retires and retiring generation rises—Coronet.

Yes We Have It--That Handbook You Want

THE WEST POINT SUBJECT. Resolved, that the Federal Government Should Adopt a System of Pre-Paid Medical Insurance.

NOTE: Our handbook of Selected Readings on Federal Health Insurance and Medical care of two years ago for the high schools has much of the latest material as we used the last Senate Hearings on this proposed legislation and the material current at the time. See March 1949 issue of Speech Activities for some later Bibliography.)

Copies of the above book while they last will sell for \$3.50. Special price to subscribers of Speech Activities, \$3.00.

Also we still have copies of SELECTED READINGS ON FEDERAL AID TO EDUCATION at the same prices.

We also have several copies of Selected Readings on Federal World Government and on The United Nations and Federal World Government. Two books at the same price as above.

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